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ABSTRACT

Developed to provide bases for curriculum decisions in education for marketing and distribution careers, the conceptual framework presented here contains the following elements: Identification of social, economic and educational trends which affect employment and education in marketing and distribution; an assessment of current education practice; an analysis of any discrepancy between needs and practice; and recommendations for changes which will reconcile practice and need. Reasons are examined for the development of the career education concept, the way in which marketing and distribution occupations may be viewed in light of it, the content of the occupational cluster schema, and its implications for education in marketing and distribution, kindergarten through adult. Major topics discussed include the following: Determining the organization of marketing and distribution occupations, bases for curriculum decisions (career awareness, exploration, and preparation, K-12 and adult), implementation decisions in grades K-12 and adult, curriculum development, instructional strategies, and program management. An appendix contains cluster diagrams for occupations in marketing and distribution. (TA)

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Conceptual Framework for Curriculum Decisions in Education for Marketing and Distribution Careers

By

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

An occupational preparation program must adapt periodically to developments in society, employment and education if it is to serve its major constituencies. *The Conceptual Framework for Curriculum Decisions in Education for Marketing and Distribution* was developed to assist Distributive Education personnel in responding to changing needs. These needs are succinctly expressed in the career education concept, which attempts to develop in students the ability to make career decisions, to adapt to personal growth and external change, and to exit the educational system with saleable skills. Any vocational program must therefore relate to this larger context.

Developed under Contract OEC-0-73-5233 for the Bureau of Occupational and Adult Education, U.S. Office of Education, the *Conceptual Framework* examines the reason for the development of the career education concept, the way in which marketing and distribution occupations may be viewed in light of it, the content of the occupational cluster schema, and its implications for education in marketing and distribution, kindergarten through adult. In each phase of career education, Distributive Education personnel have a contribution to make and a role to play.

For preparatory instruction, the career education concept requires that Distributive Educators face decisions about program content, organization, instructional strategies, and management. The pivotal conclusion is that instruction in marketing and distribution organized by industry is most consistent with the career education goals.

The *Conceptual Framework* was developed in conjunction with career exploration curriculum materials in marketing and distribution. The curriculum has two goals: developing career decision-making skills and providing opportunities for adolescents to "try on" marketing and distribution occupations.

The assumptions and methods involved in developing career exploration in marketing and distribution are discussed in the *Conceptual Framework* as one phase of the total career education schema.

Completion of the *Conceptual Framework* and curriculum materials for *Career Exploration in Marketing and Distribution* culminates a challenging and gratifying project of two and one half years duration.

The Advisory Panel to the project team brought experience and assistance to the development effort. Each, from a different perspective, provided support for the philosophy, strategy, substance and methods. From Panel members representing the Distributive Education community – Vivien E. Ely, Mary K. Klaurens, Kenneth A. MacLaren and Paul Bennewitz – came support which places these materials in proper relation to secondary, postsecondary, and adult marketing and distribution education. In addition, Arnold Lanni and Walter DeVine of the Arlington, Massachusetts, Public Schools, reviewed the materials from the points of view of elementary education and guidance, respectively.

The authors functioned as part of a larger project team, members of which deserve credit for their special contributions: Barbara Boris, Kelly Gerry, Kathy Lemire, and Ann Reed.

The U.S. Office of Education project officer was Mary V. Marks, Chief, Curriculum Development Branch.

Edwin L. Nelson, Program Specialist, Division of Vocational and Technical Education, was project monitor and provided technical assistance throughout the project.

Alice K. Gordon
Project Director
March, 1976

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CONCEPTUAL FRAMEWORK FOR CURRICULUM DECISIONS IN EDUCATION FOR MARKETING AND DISTRIBUTION CAREERS

INTRODUCTION

In a dynamic society, the responsibilities which education must fulfill change over time. Every educational program must therefore be subjected to periodic and comprehensive assessment to determine its relevance to current needs. For an educational program whose principal function is occupational preparation, this periodic examination is especially important. Manpower needs change continually, affecting decisions about which occupations warrant training. Equally pertinent, developments in society and education affect decisions about the scope, objectives, content and methods of vocational education.

Purposes of the Framework

The *Conceptual Framework* was developed to provide bases for curriculum decisions in education for marketing and distribution careers. To identify the specific curriculum decisions which program planners must make, it is instructive to consider the requirements for initiating a new program in an entirely new occupational field. The principal decisions would focus on:

- the occupations students should be prepared for, based upon information about manpower projections and opportunities for mobility
- the scope of occupational preparation
- the knowledge and skills required for acceptable job performance
- the prerequisite education students should have for entry into a preparation program
- the institutional setting in which the new program could be installed.

From these would be derived:

- the objectives of the curriculum
- the organization of instruction in relation to occupational areas
- the content, methods and strategies to achieve objectives
- enrollment criteria and recruitment mechanisms
- plans for implementation of the curriculum
- articulation with prior and subsequent instructional programs.

In developing the bases for curriculum decisions for an existing program, the same questions must be addressed. The key difference in procedure lies in the need to assess current programs to determine the extent to which curriculum needs are already being met.

The purposes of the framework flow directly from this logic; they are:

- to assess the degree to which current programs in marketing and distribution education meet social, economic and educational needs
- to recommend directions for change where current and projected needs are not fully met by current educational practice.

Elements of a Conceptual Framework

The elements of a conceptual framework are implicit in the purposes above. To insure that an educational program responds to current needs requires:

- the identification of social, economic and educational trends which affect employment and education in marketing and distribution
- an assessment of current education practice
- an analysis of any discrepancy between needs and practice
- recommendations for changes which will reconcile practice and need.

Each of these elements contributes in a logical sequence to the development of a conceptual framework.

Identification of Needs

The principal influences on education programs in marketing and distribution are found in social, economic and educational trends. Society as a whole, employers, and students have needs which the program must satisfy.

Each may be considered a constituency to which education for marketing and distribution will be held accountable. Although not mutually exclusive, each contributes to different decisions about program components.

Although all needs may be interpreted as those of *society*, there are certain factors which go beyond the specific needs of employers or students to define the relationship of those needs to each other and consequently, the nature of occupational preparation. The overall goal of preparing students for productive adult lives requires consideration of:

- the role of work
- patterns of occupational choice and mobility
- the contribution of occupational preparation to adult workers' careers.

These factors influence curriculum decisions about:

- the breadth of occupational preparation
- the sequence and organization of instruction
- content
- criteria for student enrollment and placement.

Decisions which serve societal needs also serve students. For example, students need to know the degree to which occupational preparation at various levels will serve their long-term employment needs.

To meet *employer* needs, an educational program must seek to prepare employees to an acceptable level of proficiency and in sufficient numbers to meet the demand. Determining manpower needs in marketing and distribution is therefore an important first step in making program decisions. It requires:

- definition of marketing and distribution occupations
- identification of employers
- determination of employment openings and projections
- determination of employer performance requirements.

These factors influence curriculum decisions about:

- the occupations for which training should be offered
- the performance objectives which should be established for various levels of instruction
- the numbers of students who should be prepared for employment in the field
- the basis for organizing instruction consistent with the categorization of occupations by industry and employers.

Program decisions to satisfy manpower needs also serve student needs. For example, offering programs for occupations with positive employment projections insures the flow of trained manpower to employers and prepares students for fields in which jobs exist. Preparing students to meet occupational performance requirements similarly insures the flow of competent employees and contributes to students' job success and satisfaction.

To meet *student* needs, an educational program must take into account:

- the developmental characteristics of students at each level of instruction
- the prerequisite educational experiences for progress to the next level of instruction
- effective teaching strategies
- student interests.

These factors affect curriculum decisions about:

- suitable curriculum content and methods at each level of instruction
- the articulation of instruction between grade levels
- mechanisms for assessing student interest.

The combination of these factors results in the delineation of what marketing and distribution education should accomplish, or, in other words, decisions about program objectives, scope, content and methods.

Assessment of Current Educational Practice

An assessment of current educational practice is the next essential step in developing the framework for curriculum decisions. Such an assessment provides information about effective program strategies and curricula which meet identified needs. It also provides information about the realities of school organization and resources, which must temper recommendations for change if educational practitioners are to act on them. This informa-

tion therefore contributes to decision-making which is *efficient*, in that it builds on program strengths and avoids duplication of effort, and *realistic*, in that it takes account of what is feasible to implement within existing school structures.

Identification of Discrepancies

A systematic procedure for making curriculum decisions requires that the differences between need and practice be specified. This step enables the program planner to state the program or curriculum need and examine alternatives for filling it.

Recommendations

A framework for curriculum decisions must ultimately lead to recommendations for actions which, if implemented, would result in an educational program responsive to the needs of society, employers and students. Such a step is essential for planners and practitioners to be able to act on the findings of the previous assessment. (Specific recommendations in areas of curriculum, instructional strategies, program planning and management, staffing, etc., follow each of those sections in the chapter on Implementation Decisions.)

The process described above clearly outlasts the particular conclusions it produces at any one point in time. It needs to be applied periodically to measure and insure the relevance of the educational program. In addition, its application from a national perspective needs to be mirrored at the local program level in order to tailor instruction to local needs.

CHAPTER I: OVERVIEW

To determine the bases for curriculum decisions, two seminal questions must first be addressed.

- What functions should occupational preparation programs serve?
- What is the definition and nature of marketing and distribution occupations?

The answer to the first question establishes the context in which any occupational preparation program must operate today. The answer to the second provides the basic information necessary to organize instruction.

Function of Occupational Preparation

No program is exempt from the current major change in the definition of the role of occupational preparation. This change results from three principal trends:

- changing attitudes toward the role of work
- the pace of technological change and occupational mobility
- the mismatches between education and employment.

Changing attitudes toward the role of work in society result in the broad goal of developing the career potential of all individuals. Today the importance of work is increasing, while the importance of any specific job is decreasing. On the one hand, work serves humanistic purposes as a source of fulfilling individual needs for personal growth and independence. The idea of enjoying one's work is gaining priority over concerns simply for salary or status. This demand for quality of work arises in part from widespread alienation of workers. One element which contributes to worker satisfaction is quality of occupational choice. For individuals to choose work which satisfies their personal values, they must be broadly educated about the options available to them and about themselves. For students, both greater freedom to choose and increased individual responsibility to choose intelligently must therefore be fostered in school.

On the other hand, the importance of a given job, or even sequence of jobs, is declining. The evidence for this is found in basic patterns of occupational mobility. The average number of jobs an individual holds over the course of his/her lifetime has been steadily increasing and is expected to rise further. Therefore, occupational preparation programs must accommodate the recognition that tenure in a job or stability in a given field may be unrealistic and even undesirable. One of the certainties of modern society is technological change and variations in economic conditions. One of the constants of human nature is its need and potential for change and learning. Preparation of a student for a particular job or a single career field is likely to prove inadequate to long-term needs, because it does not take into account the changes which he or she may experience or seek in the course of a lifetime.

The conclusion that broad occupational preparation is necessary must be tempered, however, by the third consideration of mismatches between education and employment. The evidence for this mismatch lies primarily in the anomaly of unemployment on the one hand and unfilled jobs on the other. Although many factors account for this problem, one is clearly the inadequate skill level to which individuals are trained. The challenge for an occupational program is therefore to reconcile the need for broad preparation and the need for job-specific training. A graduate of an occupational program must exit with saleable skills, adaptable skills, and awareness of opportunities and self.

Recognition of change, the need for adaptability, and increasing respect for the satisfaction of personal needs have important implications for the way in which students are prepared to undertake adult roles. First, they mean that career development is a lifelong process and, therefore, should be an ongoing feature of curricula, kindergarten through adult. Second, career development must focus on the individual through student-centered curricula. Third, career development must seek to broaden student horizons to permit informed choices in accordance with individual needs and to support adaptability through knowledge of potential options.

In summary, basic principles of career development must undergird any program of occupational preparation. These principles include the following:

- Career development should broaden a student's horizons regarding both occupations and his/her own potential. Therefore, it is important to emphasize purposeful individual growth throughout the curriculum.
- Career planning is a continuous, lifelong process, based upon self-assessment and occupational analysis. The technological advances of modern society coupled with continually changing economic conditions make it mandatory that a student be prepared to adapt to change. In addition, individual preferences, interests and values change as one develops. Therefore, it is crucial that students gain the skills and understanding to continue to grow, develop and adapt.

- To meet changing societal needs, as well as their own needs for growth, it is important for students to prepare broadly for a field rather than for only one or a few occupations. It is also important that they achieve an adequate level of proficiency for specific occupations in order to secure employment.

The concrete response to these concerns is found in the concept of career education. Our educational system is charged with the responsibility of developing the career potential of students. The most efficient means of doing so involves the development of career decision-making skills in students. The advantages of this approach are many. Decision-making skills are durable; they outlast any specific occupational choice and therefore serve the need for adaptability. Decision-making implies choice among options, and therefore assists the individual to select satisfying work. Decision-making must be applied continually and therefore should be present at all levels of instruction.

The elements of career decision-making establish the basic framework into which occupational preparation fits. Informed decision-making consists of:

- awareness of options
- exploration of alternatives
- selection among alternatives
- opportunity for redirection.

In the career education design, all elements of career decision-making are present at all levels of instruction, but the emphasis varies. Occupational preparation represents the third and fourth elements. That is, entry into an occupational preparation program represents selection among alternatives, generally at the secondary and post-secondary levels. Exploration of alternatives precedes selection, generally at the prevocational junior high school level. Exploration implies some choice among all available options and therefore requires awareness of the options, generally gained at the elementary school level. Redirection after occupational preparation has been completed refers to the need to re-enter occupational training in adult preparatory programs, consistent with individual needs for change and adaptation.

The content of this design follows an orderly progression. To make career decisions intelligently, students must understand the basic role of the occupational field within the society. To understand the total system requires an understanding of key concepts and principles. At the next level of detail, students identify the specific industries, businesses and occupations within the field to assess its suitability to their own values and interests. This requires an assessment of the characteristics of the occupations and the skill requirements for performing them successfully. Understanding the tasks and responsibilities associated with these occupations, the specific education and training requirements, the types of work environments in which the occupations are performed, the levels of responsibilities, opportunities for mobility, and the impact of all of these on a desired life style are all elements of making a career decision. By the time a student enters a preparatory program, he/she has chosen a work environment, is aware of the required skills, and undertakes to obtain related skills.

The implications of this sequence for curriculum decisions in marketing and distribution are very important.

- First, students entering preparatory programs are likely to be more knowledgeable about marketing and distribution. This affects the content of preparatory curricula.
- Second, the basis of student interest and choice must be reflected in the organization of preparatory instruction. This means that students who are interested in an industry must be able to obtain training for it.
- Third, student needs for continued exploration, adaptability and career mobility must be accommodated in the organization of instruction. This means that occupational information for decision-making must be included in the curriculum. Preparation for an occupation must take place in a broader context.

Career education as a *philosophy* therefore alters the frame of reference from occupational preparation to career preparation. Career education as an *operational program* predicts new student needs which preparatory programs will have to meet. To determine how to accommodate these needs requires first an examination of the nature of marketing and distribution occupations.

Nature of Marketing and Distribution

Marketing and distribution occupations are so numerous and so diverse that determining the bases of curriculum decisions poses a formidable challenge. Marketing and distribution occupations perform functions which direct the flow of goods and services from the producer to the consumer. These occupations are found in every industry and all employment settings because no organization, whether formed for business or for other purposes, can function successfully without marketing its goods, services or ideas. Nor is the field limited by the

following characteristics.

- **Geography**: Marketing and distribution occupations are found in every type of location.

- **Industry**: Marketing and distribution occupations are found in all industries, including those involved in production. Virtually every activity for gainful employment involves marketing and distribution.

- **Skill Level and Career Mobility**: Careers in marketing and distribution span the entire range of skill levels, from unskilled to management professionals. Career mobility (upward and lateral) is characteristic of the field.

- **Types of Jobs**: Marketing and distribution jobs are year-round and seasonal. Often they are available as part-time or interim (temporary) employment, and are, therefore, particularly relevant to students in school.

- **Life Style**: Marketing and distribution occupations are found in businesses of every size, including self-owned operations. They include varying degrees of interaction with people; may involve travel or not; may require or permit flexible hours; etc. Therefore many different life style preferences may be accommodated in this field.

- **Relative Ease of Entry**: In a number of different respects, marketing and distribution occupations are readily accessible. Few barriers to employment exist in this field. In addition, business ownership is relatively easier to attain in this field, since capital investment requirements are often modest. The majority of businesses in wholesale and retail trade and services are small, self-owned enterprises.

This diversity has two implications. First the variety of settings and activities which characterizes the field contributes to its appeal as a career choice for numerous individuals. Second, the very same diversity and variety offers little guidance for the organization of instructional programs.

Nor do manpower projections offer any negative indications. On the contrary, the field is growing. At least 13 million people, over one-third of the work force of the United States, are employed in marketing and distribution occupations. The number is growng at a more rapid rate than in any other sector of the economy.

The reason for this growth is found in the character of our modern economy. A feature of advanced technology, the trend of larger quantities of goods produced by fewer and fewer people dates back to the industrial revolution. The trend continues to show growing percentages of workers engaged in marketing and distribution of goods and services.

Growth projections for marketing and distribution suggest that one out of every five students in the average classroom will be employed in marketing and distribution. More precise estimation techniques would undoubtedly push the figure higher. Enrollment in preparatory programs in 1973 was interpreted as meeting approximately 20% of the manpower needs nationally.*

The nature of marketing and distribution occupations and employment in them leads to several conclusions:

- Demand outstrips supply. Therefore, education for marketing and distribution occupations ought to be expanded to prepare individuals in sufficient numbers to meet the demand.

- To increase the number of enrollees will require that marketing and distribution educators take an active role in encouraging the flow to meet the manpower demand.

- A generic definition of the field is inadequate as a basis for organizing instruction. Specific occupations and employers must be identified and instruction organized accordingly. Such a schema is essential to attract adequate numbers of enrollees and produce adequately trained employees.

- Education for marketing and distribution careers must integrate the career decision-making process with the concepts, interactions, and skills required for employment in marketing and distribution.

DETERMINING THE ORGANIZATION OF MARKETING AND DISTRIBUTION OCCUPATIONS

The Cluster Concept

To respond to the conclusions discussed above requires that the organization of instruction in marketing and distribution be consistent with the organization of employment, on the one hand, and with career decision-making processes, on the other. The cluster concept provides the broad outline for serving both purposes.

Occupational clusters are a means of grouping occupations with common characteristics to facilitate career awareness, exploration, and preparation. An occupational cluster thus provides the basis for articulating programs

*M. Klaurens and G. Trapnell, *Current Perspectives in Distributive Education* (Dubuque, Iowa: Kendall/Hunt Publishing Company, 1974), p. xiv.

across levels of instruction by providing the thread of continuity. The structure of the cluster parallels the focus of study at each level.

First, the cluster is organized around a social function such as marketing and distribution, and subdivided into its component parts. This is most suitable for career awareness purposes at the elementary school level.

Second, the cluster identifies the specific industries and employers engaged in performing the function. These represent a basis for developing career exploration curricula at the junior high school level. The cluster can be used thereby to permit students to explore a variety of industries in terms of characteristics of interest to them, many occupations at the same time, and occupations at various skill levels within an industry. By identifying industries and specific employers, the cluster also assists educators to develop exploration strategies in real employment settings consistent with the principle of active hands-on exploratory experiences.

Third, for skill preparation, the cluster provides the framework for developing curricula which take advantage of related skills or related occupations. Students' needs for adaptable and saleable skills may thereby be met. Continued exploration at the preparatory level similarly can be satisfied by including occupations at all skill levels.

Fourth, for advanced preparatory levels, the cluster serves as a basis for organizing increasingly specialized preparation in occupations at higher skill levels within an industry, or in a single marketing function.

The Marketing and Distribution Cluster

The Marketing and Distribution cluster was developed according to these basic principles. First, the field encompasses those industries and occupations which direct the flow of goods and services to individual or business consumers. To further define the field, the following criteria were used:

- Subclusters are organized around basic consumer needs.
- Subclusters identify industries which serve this basic area of need.
- Subclusters identify employers within these industries.
- Subclusters identify occupations at different skill levels within each industry.
- Subclusters identify occupations within each marketing function in the industry.

The last criterion is necessary in marketing and distribution for a number of reasons. First, the field is so diverse that the student must study it from a number of perspectives. Second, since not every occupation within an industry is a marketing and distribution occupation, the delineation of marketing functions is necessary. Third, a student whose interest in the field transcends any industry and focuses instead on a specific marketing function can readily identify those occupations within the function.

The marketing and distribution cluster is thus organized as follows:

- **The Marketing and Distribution Cluster**: Marketing and Distribution is one of fourteen occupational groups identified by the U.S. Office of Education which collectively encompass the world of work. The Marketing and Distribution cluster encompasses nineteen industries and hundreds of occupations involved in the flow of goods and services from the producer to the consumer. To make this number of industries and occupations accessible for instructional purposes, they are grouped into subclusters as described below.

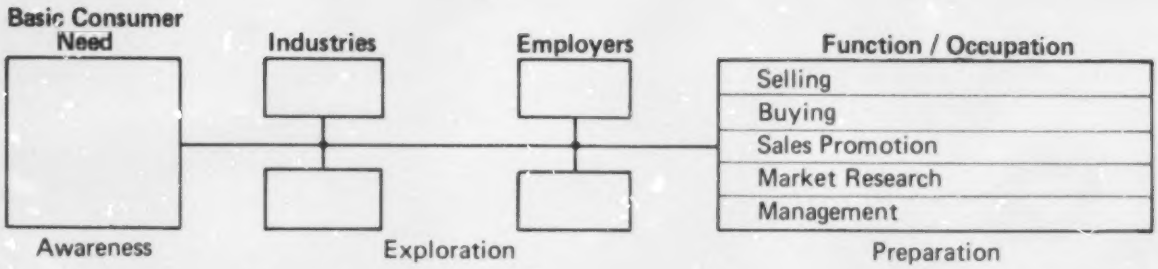
- **Consumer Needs**: Basic consumer needs are used as a means of grouping the nineteen industries in Marketing and Distribution. The six marketing and distribution consumer needs are:

    - Business and Financial Services
    - Fashion Merchandise
    - Property and Home Related Items
    - Services for Personal Needs
    - Food Distribution
    - Transportation Services.

- **Industries**: Each of the nineteen industries in marketing and distribution is assigned to the most appropriate consumer need subcluster.

- **Employers**: Selected employers within each industry are provided as examples of real world employment settings for instructional use and job seeking.

- **Occupations**: Selected examples of occupations within each industry provide examples to students of actual marketing and distribution functions and demonstrate the relationship of skill preparation and actual job performance. Occupations within each industry are further categorized in terms of five functions which are common to all marketing and distribution industries. These functions are: selling (including sales support activities), buying, sales promotion, market research, and management. Examples of occupations which represent each function in each industry are given. The schematic representation of this organization looks like this:



The complete cluster diagram is contained in Appendix A. Because employers and occupations are included in the cluster only as examplars, they are omitted here. The basic consumer needs, industries and functions are displayed in the chart which follows.

Subcluster	Industries	Function
Business and Financial Services	Advertising Services Finance and Credit Industrial Marketing Insurance International Trade	Selling Buying Sales Promotion Market Research Management
Fashion Merchandise	Apparel and Accessories General Merchandise	
Property and Home-Related Items	Real Estate Home Furnishing Hardware, Building Materials, Farm and Garden Supplies Equipment	
Food Distribution	Food Distribution	
Services for Personal Needs	Food Services Hotel and Lodging Recreation and Tourism Personal Services Floristry	
Transportation Services	Automotive Petroleum Transportation	

The subclusters all meet the following criteria:

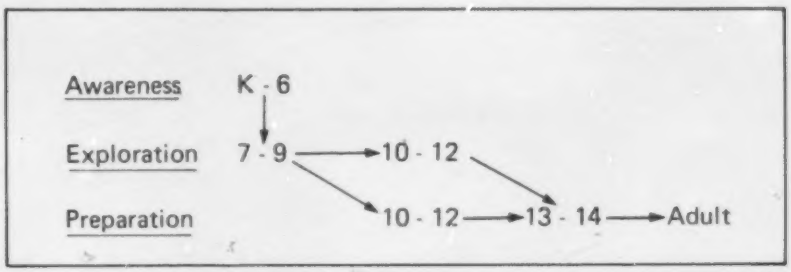
- They contain occupations of different skill levels.
- They contain related skills, to permit upward and lateral movement.
- They represent common work environments.
- They represent areas with manpower needs.

CHAPTER II: BASES FOR CURRICULUM DECISIONS

The implementation of the cluster concept requires three basic steps.

- First, the objectives, content and methods for implementing the cluster concept at each level of instruction should be specified.
- Second, the current educational practice with respect to the above must be stated.
- Third, the actions necessary to implement the concept in light of current practice should be specified.

The organization of what follows proceeds through these three basic steps at each level of instruction. For Distributive Education personnel, familiarity with the progress of a student through the career education framework is essential in order to understand the total context into which preparatory programs fit, the probable needs of entering students, and their own role in facilitating the implementation of career education. The progression is summarized as follows:



Awareness, K-6: During the awareness phase students should examine how the total society functions. In the context of marketing and distribution this includes the examination of the key concepts and principles (such as exchange) which form the basis of the economy in our society. At this stage, the use of the cluster corresponds to basic consumer needs. Students examine the field as a whole, rather than employers and occupations alone.

Exploration, 7-12: As students progress in their own development and gain experience in the career decision-making process, they should begin to identify industries, business and occupations of interest to them. In addition, students should begin to assess the nature of these businesses and the occupations within them in relation to their own interests, ability and values. At the conclusion of career exploration, students should have developed a tentative career plan.

Preparation, 10-Adult: Although career decision-making does not cease at the preparation stage, this stage represents the climax of the career decision-making process. Students who have made tentative career decisions to pursue a career in marketing and distribution enter the preparation stage to obtain the skills necessary for employment. Therefore the content at this stage is organized around the industries, employers and occupations in the field.

The phases in this scheme, i.e., Awareness, Exploration and Preparation, build one upon the other. Later stages do not exclude earlier ones. The emphasis changes at each stage, but all components are present. Thus, students at the preparatory level are still becoming aware and continue to explore, and may do so throughout their careers.

Marketing and distribution educators must therefore, be fully familiar with the characteristics and outcomes of each phase. These are examined in turn in the sections which follow.

CAREER AWARENESS

Career awareness curricula seek the basic outcome of developing a youngster's sense of self and the ability to cope with his/her world.

Importance of the Awareness Phase

Marketing and distribution educators should examine

the awareness phase because it represents the prerequisites of marketing and distribution education in a career development framework. It provides the foundation for career preparation by giving students at an early age the opportunity to examine and explore the economic principles of society. It increases students' awareness of the world of work. Educators at the preparatory level must assure themselves that these prerequisites have been met by students entering the field of marketing and distribution.

Rationale

Students K-6 are concerned with, and receptive to, the world around them. Their needs include the acquisition of a sense of competence and a positive self-image. Learning about how society organizes to satisfy basic human needs and the roles that different individuals play in fulfillment of those needs is compatible with cultivating respect for individual differences and recognition of personal strengths.

Students should understand the interdependence of people, especially in their economic roles as producers and consumers. Since marketing and distribution represents the economic transactions in our society, students should also define the bases of transactions upon which marketing and its occupations are built.

Part and parcel of the career education schema is student understanding of the concept of an occupation and appreciation of the worth of work. An examination of marketing activities from the perspective of the consumer provides the student with this overview and introduces him/her to decision-making skills. Each of these objectives will be important to the student in making a decision about a future career in marketing and distribution, in preparing for a career in this field, and, as a by-product, in acting as a consumer.

Therefore, career education at this level emphasizes the importance of work, the range of occupations in the world of work, and how society functions. Marketing and distribution activities are included in each of these. They are found in almost every aspect of the working world; and they reflect the basic economic structure of the society.

The *outcomes* of career awareness are:

- Students will develop a sense of competence by recognizing their own strengths.
- Students will develop positive self-images.
- Students will develop respect for individual strengths, roles, differences, and contributions.

Learning Objectives are:

- Students will understand the interdependence of people, especially in their economic roles as producers and consumers.
- Students will be able to define the bases of transactions.
- Students will understand the concept of an occupation and appreciate the worth of work.
- Students will develop consumer decision-making skills.
- Students will be able to identify occupations which serve consumers.

Content

In order for students to examine the fundamental principles of marketing and distribution they must understand that economic transactions involve the exchange of goods or services between two parties. This exchange process is based upon the demands of each individual for certain goods and services. The quality and kinds of goods and services which individuals purchase depend upon the amount of money they have and their personal requirements and desires. To satisfy these differing needs and priorities in our society, different but complementary roles are required of society's members. The importance of each individual and the contribution he or she makes to the total society is thereby emphasized.

The structure in which society operates, and which marketing and distribution occupations exemplify, demands interdependence of people in all relationships. In economic exchanges, each individual is dependent upon others for his needs and wants. In our complex society, the failure of any major group to perform its function slows or halts the entire economic process.

In summary, a program for career awareness in marketing and distribution should include the concepts described in the following pages. An awareness and knowledge of these concepts gives students a basis for making career decisions intelligently about the field of marketing and distribution.

CAREER AWARENESS
KINDERGARTEN – GRADE 6

CONCEPTS	RATIONALE
Exchange	
The fundamental economic transaction involves the exchange of goods or services between the two parties to a transaction.	Children must understand the philosophic background of the principle of exchange as the basis of economic life. On a simple level, the concept of sharing is used to illustrate the principle; on a higher level, children understand the principle by the realization that since people can't provide for all of their needs alone, a means of exchanging goods and services is needed. Any two children who have shared toys together have been introduced to this concept.
Fair Exchange	
The individual parties to a transaction determine the items and amounts that are equal in value to exchange. The fairness of the transaction depends in part upon how much a person wants what another person has.	Children must understand the variability inherent in the principle of the "fairness" of an exchange. Children learn that fairness depends to a large extent on the circumstances of the transaction: the extent of need, the availability of the item, and so forth. Children who at snack time in school trade potato chips for cookies, and reject potato chips for carrots are familiar with this principle.
Purchase as Exchange	
Purchase in our modern economy is fundamentally an exchange transaction. By trading money for goods and services and vice versa, the process of exchange is simplified.	Children must understand the role of money in meeting needs and how it plays a role related to the barter system. They learn that money serves to objectify and standardize value and that it frees a person from the temporal constraints of the barter system. Most children receive allowances and have a limited amount of personal experience with money.
Differences in Needs and Wants	
Not everyone agrees on which items are needed and which are simply desired. What one person needs, another may not; what one person wants, another may not.	Children must learn to distinguish between needs basic to human survival (food, shelter, clothing, medical care) and wants which make life more pleasant or more convenient. They learn that circumstances influence need and therefore that needs, in addition to wants, vary. They explore variations in material desires due to temperament and circumstantial factors such as age. Depending on the age of the child, he/she may have difficulty distinguishing needs and wants, but most children can differentiate the seriousness of hunger pangs as opposed to feelings of frustration at not being able to get a toy that is very much wanted.

CONCEPTS	RATIONALE
Priorities in the Desirability of Goods and Services	
Since few people have enough money to buy everything they want, they make choices among the goods and services they purchase, based on which are most important to them and on the amount of money they have.	Children must understand that they have a sense of priority in the things they want, because they cannot have everything. They evaluate the comparative importance of two items if only one is affordable, and realize that the list of accessible items expands and contracts with the funds available. Children are constantly obliged to work with this principle, as they learn that they can't have all the toys they see.
Occupational Differentiation	
Since it is impossible for a person to provide all the goods and services he/she wants and needs by him/herself, people specialize in the goods and services they produce. These are still directly bartered in some parts of the world, but most often money is used as an intermediate tool of exchange.	Children must understand the functional similarities and differences between the barter and money systems. They learn that economic interdependence is necessary and useful, taking into account such factors as differences in talent, age, strength, etc. Children are familiar with this principle to the extent that they accompany parents to the supermarket for food, the toy store for toys, the bank for money, etc.
The Importance of Transportation	
Since producers and consumers often do not live near each other, goods must be moved from the one to the other, and stored until they are needed.	Children must understand that with the use of money as an impersonal facilitation of exchange, the delivery of goods is correspondingly impersonal, and that some people provide the service of transporting the goods from one producer/seller to the consumer/buyer, providing temporary storage if needed. All intermediate functions, such as trucker, retailer and advertiser, are discussed. All children are impressed by enormous tractor-trailers, interminable freight trains, car-carrying trucks, and so forth.
The Chain of Economic Dependence	
Producers, people who perform intermediate functions, and consumers are dependent on each other. The chain is broken if any of the three fail to perform their functions.	Children must learn that for economic transactions to operate smoothly, all participants must cooperate with each other and fulfill their obligations. Discussion takes into account a variety of factors which can break the chain: failure to produce goods, or the production of goods consumers do not want; natural disasters; strikes, consumer boycotts, etc. Most children have had the experience of going to a store with their parents and discovering that the desired item has been sold out or was not delivered. Some children may have been affected in one way or another by strikes.

CAREER EXPLORATION

Career exploration curricula assist adolescents to establish their identity and experiment with a variety of adult roles. To smooth the transition from adolescence to adulthood, from school to work, students assess various roles and career options in terms of their interests, ability, preferences and life style choices.

Career exploration is divided into two phases. Initial exploration is targeted at the selection of occupational fields for further inquiry. Indepth exploration is aimed at the formulation of a tentative career plan. In this, students synthesize their career decisions to document career and occupational goals, and alternative means of achieving them. A career plan is not a static document but rather a dynamic concept which helps an individual structure the continuing exploration of him/herself and the world of work.

Importance of the Exploration Phase

It is important for educators in marketing and distribution to examine the exploration phase because it is a microcosm of the entire career education scheme and the one which immediately precedes career preparation. It is in this phase that students apply their career decision-making skills to specific industries and occupations to decide whether or not to pursue training for a career in marketing and distribution. The quality of the decision has significant implications for marketing and distribution education. Thoughtful career selection by students will substantially alter recruitment and enrollment into Distributive Education programs and will affect the content of instruction. Career preparation programs must be able to meet the career goals of entering students.

JUNIOR HIGH SCHOOL, 7-9

Rationale

Adolescent needs at the junior and senior high school levels revolve around the search for independent identity. This process is often tumultuous and involves the adolescent in experimentation with alternative roles as a means of preparing for adulthood and sometimes in the rejection of adult roles as a means of asserting independence. Energies for learning are often diverted to this important maturing process. Therefore, career education at this level addresses the personal identity-forming needs of students in relation to career options.

This requires self-assessment, which should, on the one hand, encourage fantasy as a way of experimenting with identity and with career options. On the other hand, to assist students to begin to perform adult roles, the realities of career options must be recognized. Adolescence is a transitional stage when fantasy yields to reality. It is important for students to begin evaluating their own interests, skills and values against real world considerations in order to solidify their growing sense of identity.

The methods used in this process should be suitable to the content of the search and its dynamics. Students at this stage must relate directly to adults in experimenting with different roles. Therefore, eyewitness and hands-on strategies of community exploration should be employed. Students must obtain first-hand information from marketing and distribution employees and employers.

The process of establishing identity preliminary to assuming adult roles is closely related to the educational choices students face in planning for senior high school and beyond. In a very real sense, these educational choices are career choices, because they affect future career options at a time when students are still formulating who they are and preparing for who they will be.

The *outcomes* of career exploration at the intermediate and junior high school level are:

- Students will accept or decline preparation in marketing and distribution careers.
- Students will establish realistic expectations of self.
- Students will develop a tentative career plan in marketing and distribution.

Learning Objectives are:

- Students will be able to use techniques for self-assessment.
- Students will acquire knowledge of principles, industries, functions, occupations, and characteristic skills in marketing and distribution.

Content

Career exploration should broaden students' horizons regarding both occupations and their own potential. Therefore, the exploratory experience should develop in students the techniques of self-assessment and occupational analysis. These techniques provide the foundation for career planning. Self-assessment is a continuing process necessary for individual growth and satisfaction. It includes the examination of one's interests, abilities, values and life style preferences. In career planning, this self-assessment process is coupled with occupational analysis, the process by which occupations are examined

to determine characteristics, requirements and satisfactions. To apply this process to a decision regarding further pursuit of a career in marketing and distribution requires that students explore the many types of industries, businesses and occupations in marketing and distribution.

The career decision-making skills at this phase should be synthesized in a plan describing tentative career choices and skill-training requirements for realizing career goals. The skills required for formulating a plan are useful whether students choose marketing and distribution or not. Therefore, the process should enhance their ability not only to make important decisions regarding marketing and distribution but also to make such decisions about any field at any time in their own development. The combined result of testing one's own strengths and interests against the tasks and responsibilities of occupations contributes to a career decision.

Students must understand that this process is not limited to a single decision. It includes identifying potential lateral and upward movements which fill the individual's needs. It also demonstrates that there is more than one way to achieve the same career objective. In order to select a career objective which is meaningful, attainable and satisfying, it is important for students to recognize that the career path should reflect their interests, abilities and values.

Therefore, the content of career exploration should include:

- the importance of career planning
- the importance of education and training
- the role of work in individual development
- the role of work in satisfying physical and psychological needs
- techniques of self-assessment
- economic concepts fundamental to marketing and distribution
- tasks and responsibilities of occupations
- skills required for performing occupations
- the skills common to the majority of occupations within the field
- specific education and training requirements for occupations
- types of environments in which these occupations are performed
- specific impact of these occupations upon life style
- levels of responsibilities for different work roles
- factors that contribute to lateral and upward mobility within organizational structures of these occupations
- entrepreneurship as a career option.

The content of career exploration in marketing and distribution is worthy of considerable attention. In the diagram which follows, the processes involved in the career exploration curriculum are related to the final goal of making a career plan.

RELATIONSHIP OF CAREER EXPLORATION TO CAREER PLANNING GRADES 7 – 9

EXPLORATION	CAREER PLANNING
Assess Impact of Personal Values and Life Style Preferences in Career Choices	
The assessment of career choices in terms of personal needs includes: • contribution of work to personal satisfaction • influence of off-the-job demands on occupational choices • exploration of values in terms of rights and responsibilities of employees, employers and consumers.	An essential element in career planning and one that is ongoing is the process of assessing career choices in terms of one's values, life style preferences and needs for personal satisfaction. Only in this way can the total "self" be served and career planning made meaningful.
Assess One's Interests, Abilities, Skills, Talents	
Each student identifies his interests, abilities and values. This includes: • dreaming about the future as well as being realistic about it • determining preferences for working with people, ideas or things • determining preferences for ways of interacting with people, ideas and things • identifying product preferences.	An essential element of career planning is the ongoing process of assessing one's personal preferences, and identifying one's capabilities. This process is carried on throughout career planning. A career plan cannot be realistic or meaningful unless this process occurs. By conducting this analysis, one can • determine his/her preferences for a working environment (an issue often underestimated in career planning). • begin to identify appropriate job matches for his/her personal satisfaction.
Examine the Role of Marketing and Distribution in the Economy	
The role of marketing and distribution is studied from the point of view of: • exchange • channels of distribution • the flow of goods from producer to consumer.	An understanding of the total environment necessitates a study of the role of marketing and distribution activities in the economy.

EXPLORATION	CAREER PLANNING
Identify Industries, Functions and Occupations which Comprise the Field	
The field is viewed from several perspectives: • marketing functions • industries in marketing and distribution • businesses within the industries • occupations by function and industry • the consumer.	To reach the ultimate goal of making a career decision, and preparing a career plan, a funneling process must occur. To get an overview of the total system in which one will operate one must "get a feel for" the environment in which he/she might work. An understanding of the total environment includes a comprehensive view of the industries and business involved in the system.
Find Out the Basic Principles of the System	
Basic substantive concepts of markeing and distribution: • exchange • a market • marketing functions • marketing system • competition • profit • channels of distribution • forms of ownership.	Before one can effectively pursue a career, he/she should understand the fundamentals of the system in which that career would operate. In this way only can the person intelligently: a) determine if it is a field he/she would be interested in pursuing as a career; and b) identify and comprehend how his/her career might fit into and interact with the total system.
Identify Occupational Characteristics of the Field, Including Required Skills	
Basic characteristics associated with the marketing and distribution system: • service • recordkeeping • money management • interpersonal relations and communications skills.	An understanding of the total system in which a career might operate includes not only a knowledge of the substantive concepts, but also an understanding of operational issues associated with the system. A person seldom works in a vacuum, especially in the field of marketing and distribution. Therefore, an appreciation that selection of a career choice should include consideration of how the total system interacts is imperative.

EXPLORATION	CAREER PLANNING
Identify the Type of Occupations in the Field and Their Characteristics and Activities	
Each student studies in depth occupations of interest. The study includes identifying: • job tasks and responsibilities • education and training required for job • promotional opportunities.	To further refine the process, one must ascertain the specific environment of the career. That is, there are characteristics specific to occupations as well as characteristics associated with the total system and the businesses within that system. To accomplish this, the individual must learn as much about the occupation in advance of making a career decision as possible. This requires first-hand observation in real-world settings.
Consider Career Alternatives	
The essentials for operating one's own business include: • assessing the characteristics of entrepreneurship • the elements for effective business planning • the suitability of entrepreneurship for oneself.	As part of assessing one's interest in working in marketing one must look at alternative routes. One such route, especially applicable to marketing and distribution, is entrepreneurship, pervasive and attractive to many people. Its advantages and disadvantages must be assessed.
Identify Different Routes to the Same Occupations	
Alternative routes to career goals include: • concept of career path • relationship between education and jobs • relationship among jobs.	There is more than a single way to reach a goal. Education, training and experience are different components. Career decision-making must include considerations of alternative routes.
Identify How to Secure a Job	
The essentials of identifying, securing and holding a job: • locating potential job openings • arranging for the interview • preparing for the interview • holding the job.	A process which occurs at various points in career planning is the process of actually securing a job. This involves implementing one's plan to realize career goals.

EXPLORATION

Make a Career Plan

The major elements of a career plan include:

- career objective
- education or training desired
- work experience required or desired.

CAREER PLANNING

Career planning is an ongoing process. A career plan is a flexible document which serves to structure career exploration.

SENIOR HIGH SCHOOL, 10-12

Rationale

Older adolescents at the senior high school level are characterized by the need to confirm self-identity, to assert and test their independence as young adults, and to define their place in the larger society. Many adult behaviors and privileges (e.g., driving) are available to adolescents at this level. In addition, the relationships between individuals operate at more complex levels and along more dimensions as the scope of activities (including employment, dating, etc.) increases.

Conventional curriculum organization by subject areas for adolescents pursuing a non-vocational course of study concentrates on development of cognitive skills and knowledge of content areas. Secondary subjects are more likely to support learning of adult behaviors. Typically, little attention is devoted to assisting students to define their place in the adult world although suitable points for doing so are plentiful. Critical judgment about modern society is a means of testing one's own rights, responsibilities, values and beliefs. This can be accomplished at senior high school levels.

Therefore, the *outcome* of advanced exploration is:

- Students will be able to define adult roles and responsibilities.

Learning Objectives are:

- Students will identify the relationship of marketing and distribution systems, functions and occupations to structures, processes and problems in the larger society.
- Students will articulate the roles and responsibilities of consumers.
- Students will be able to identify careers in marketing and distribution which interest them.

Content

Students at the senior high school level share the same need to broaden their horizons about their own potential and occupations. Students who have elected, however, to defer preparation for employment until completion of high school, may be assumed to aspire to higher level occupations. Therefore, the exploration of marketing and distribution careers focuses on management levels and includes the role of management, and the influences and constraints on decision-making. Influences on decision-making include the characteristics of consumers. This requires an examination of the means by which information about consumers is obtained and used in decision-making. Consumer behavior also involves group organization for protection. The role of government in protecting the rights of businesses and consumers is an important influence on marketing and distribution. Students should assess their own beliefs about the relative rights and responsibilities of businesses and consumers.

A basic scheme for stressing marketing principles and issues in academic curricula revolves around the relationship between marketer, consumer and government. These are topics commonly found in a variety of subjects in senior high school. Required history courses normally devote much time to development of industry and growth of distribution channels; growth of organized labor; regulatory activities of the federal government and later movements for consumer protection. These represent suitable points to expand the curriculum content to emphasize current issues in marketing and the present position of government, marketers and consumers.

CAREER EXPLORATION
GRADES 10-12

CONCEPTS	RATIONALE
The Role of Marketing in Society • Businesses have economic objectives. • Businesses compete for consumer dollars. • Marketing is instrumental in achieving business objectives. • Marketing techniques have non-economic applications. • Marketing activities, strategies and techniques cover a broad range, including research on consumer behavior, advertising, display, credit arrangements. Marketing is directed at securing the consumer dollar.	The role of marketing in society is an essential component for understanding how our free enterprise system operates. Students in these grades often come into contact with the principles of free enterprise in their courses in history, economics, and English. They learn about the relationship between marketing and the economy seen in a broad perspective, and between marketing and a detailed understanding of its importance to particular businesses. While these concepts are important for all students, those who, in the 12th grade, decide to continue in business studies at the postsecondary level will have a solid body of knowledge about the principles and functions of marketing on which to base their future studies.
Marketing Systems Channels of distribution are numerous; selection of particular channels for a given product or service is part of a marketing decision. Marketing functions include buying, selling (including sales support activities), sales promotion, market research, and management.	Marketing can be seen as a set of interlocking functions, all of which must mesh smoothly together if the goals of marketing and distribution are to be met. This concept can be taught in *mathematics classes* (for example, taking given figures for production and overhead expenses and varying factors such as distribution channels, unit cost, number of units sold, etc. in order to arrive at the maximum product figure), in *preparatory classes*, (for example, studying the functions of workers, inspectors, shippers, retailers, etc., to see how they fit together and how they sometimes do not), in *history classes* (how these systems operated in the past in other parts of the world and their influences on historical events) etc. These concepts may take a theoretical and/or practical approach in order to best meet the needs of students continuing in education for business and of those who will enter other fields.

CONCEPTS	RATIONALE
Consumer Populations	
• Marketers define consumer populations according to key characteristics, such as age, sex, income, etc. • Susceptibility to different influences on purchasing behavior is thought to vary with consumer characteristics. • Market research is directed at identifying consumer behavior and influences on it. Techniques of market research rely heavily on surveys of consumers through personal and telephone interviews. • Behavioral science research and techniques are employed in marketing. Examples include psychological hypotheses about consumer motivation (e.g. symbols of power associated with products attract certain types of consumers) which are used in developing ads; characteristics of perception (color, attention span, movement) which are similarly used in developing ads and displays.	Studying consumer characteristics is valuable both inherently, in what we can learn about ourselves as present and future consumers, and as an illustration of psychological principles descriptive of all human beings. Each viewpoint sheds light on the other. Students learn why and how our psychological needs and desires, unaware of them as we may be, influence us to respond to advertising approaches. Seen in a larger context, students learn about sociological aspects of consumers as a group. Continuing marketing students may need to understand consumer characteristics and techniques such as market research in greater detail but all students benefit from this area of study.
Consumer Behavior	
• Consumer purchasing decisions are influenced by price, credit, convenience, quality, and less tangible factors, including associations of a product or service with status or other concerns. • Consumer responsibilities include evaluation of quality in individual purchases and extend to action in the interest of all consumers and businessmen through reporting of defective goods, fraudulent practices, etc. • Opportunities for independent consumer action include direct contact with merchants, communication with associations of business persons, with local regulatory agencies, and with public media.	This topic is concerned with all aspects of "caveat emptor": ultimately it is the responsibility of the consumer to ensure that the goods and services he/she purchases are of acceptable quality and that conditions of delivery and servicing are adequate. The concept may be seen from the businessperson's viewpoint, as the obligations he/she has to the consumer in these areas and from the consumer's viewpoint as the series of evaluation and rectification activities open to him/her. Even if a student chooses to pursue a non-business career, an understanding of these concepts is essential for every member of our society.
Self-Protection and Self-Interest	
Business and consumer groups seek their own goals and protection of their rights and interests through joint and concerted action in the form of: • trade associations • lobbying • consumer organizations.	"In unity there is strength." Students learn that this principle applies to an increasing extent to the marketplace in our complex society. They learn about the advantages and disadvantages of special interest groups and the basis for their influence upon specific segments of society, such as government, or upon public opinion at large. Students learn about the avenues open to special-interest groups to influence areas of concern to them, such as person-to-person lobbying, advertising campaigns, lawsuits, and so forth, and about the often conflicting goals of consumer and business groups. Although this topic deals specifically with business and consumer special interest groups, an understanding of the function and importance of these groups in our society is obtained.

CONCEPTS	RATIONALE
Management	
• Management is the organization of resources (people, things, money) to accomplish a task (e.g. production and sale of a product). All businesses require managers who are skilled (often professional) personnel.	Organizations of all types require management functions to coordinate different activities inside the organization and to coordinate the interaction of the organization and elements external to it. This concept requires the student to understand the principle of the responsibility chain: who, in a business, is responsible for what area and to whom. Management is seen as the group of employees who are collectively responsible for ensuring that corporate goals are met in an efficient, effective and profitable manner. Characteristics of good management in a business setting are applicable to non-business organizations also.
• Management is *responsible* and *accountable* for its decisions to different groups of people. Stockholders hold the management of a company responsible and accountable for a firm's profitability. Increasingly, society is demanding of management responsibility and accountability for actions which impact on the public good.	
• Planning and monitoring techniques are employed by managers for systematic organization in order to achieve an objective and to monitor progress toward that objective.	
Regulation	
• Government plays a major role in regulatory business practices in the interests of businesspersons and of society as a whole. Knowledge of government regulations is an essential prerequisite to operating a business and to working as an employee.	As our society has grown more complex, government has increasingly taken on the role of a priori arbiter through regulations which have the force of law. These standards are relevant to nearly all aspects of economic life, ranging from the establishment of a minimum wage to truth-in-advertising considerations. Non-business students will use this knowledge in their daily lives as consumers and as part of a broader understanding of the role of government in economic affairs; business students will benefit from it in these ways also, and in addition will use it as a basis for further study at the postsecondary level.

CAREER PREPARATION

Career preparation programs seek the basic outcome of preparing individuals to obtain gainful employment. Such programs occur at different levels of instruction for different levels of occupational proficiency, but the requirements for achieving the common goal are similar. The principal difference lies in the occupational skill levels suitable for different levels of instruction. Although adult programs differ from secondary and postsecondary in additional ways, the basic curriculum decisions which Distributive Education personnel face are initially the same.

The cluster concept requires that:

- Instruction be organized by related occupations with an industry.
- Programs at each level must satisfy the career decisions of students exiting at a previous level of instruction. That is, because students are expected to enroll in career preparation programs with specific career plans or goals, preparatory programs must be organized to meet these goals. In other words, articulation between instructional levels is necessary.
- Career decision-making and exploration must still form a part of preparatory curricula.
- Students should be able to obtain skills specific to more than one occupation within an industry.

The implementation of this concept best serves the needs both of employers and of students. It serves employers by preparing students in skills specific to the industry and to job performance requirements. It serves the student by preparing him/her in the industry of his/her choice at levels of performance satisfactory to employers.

To implement this concept of career preparation requires that the following steps be taken:

- Occupations which are appropriate for skill training at secondary, postsecondary and adult levels of instruction should be identified for each industry in the cluster.
- The job performance requirements for each of these occupations should be identified, based on task analyses or employer performance criteria.
- Related occupations involving similar skills *within* an industry should be identified.
- Related occupations involving similar skills *across* industries should be identified.

The emphasis on employer performance requirements or task inventories in accomplishing the basic analysis for preparatory program curriculum decisions is deliberate.

Employers and educators approach the issue of job performance requirements from different perspectives. Educators tend to seek that which is common across occupations and industries because instruction is more easily organized on this basis. The employer perspective is generally industry- or occupation-specific without regard to considerations of how to organize instruction. The employer thus offers more accurate information upon which to base curriculum decisions. Problems of organizing instruction should be addressed subsequent to determining content.

This analysis must precede a determination of the specific relationship of content for preparatory programs at secondary, postsecondary and adult levels. However, the broad basis for organizing instruction at these levels can be stated.

CAREER PREPARATION AT THE SECONDARY LEVEL

Rationale

Students should complete this phase with the skills necessary to perform the specific tasks required for immediate entry-level employment in marketing and distribution. In keeping with the career development principles of providing related skills to students for their long-term adaptability, students should be able to demonstrate the skills required for more than one occupation in more than one related marketing and distribution industry. Since people tend to make career choices on the basis of products and industries rather than on functions, students should be able to describe the products or services provided by the industries in which they intend to be prepared for employement.

The career development schema dictates that preparation be built upon student's previous learnings. Preparation at the secondary level should integrate the fundamental principles of marketing and distribution and the society at large with the delivery of skills for employment. Therefore, students should be able to specify the consumer needs which products or services satisfy and the characteristics of those who utilize these products and services. In this way, while preparing for specific employment in the field, students continue to examine

the role of these occupations in the context of the entire society and its operations.

Finally, they should be able to describe in detail the working conditions in each of the industries they are studying as a way of continuing the self-assessment and occupational analysis process.

The *outcomes* of career preparation in marketing and distribution at the secondary levels are:

- Students will be able to obtain paid employment in at least three occupations within at least one industry in marketing and distribution.
- Students will exit the program with a career plan which identifies opportunities for mobility within and between industries, identifies local resources for further education and training, and explains the rationale for the choice.

Learning Objectives are:

- Students should be able to state and demonstrate tasks and responsibilities of workers in the occupations they chose.
- Students will be able to state the types of decisions employees in these occupations must make.
- Students will be able to describe the products or services of the industry they chose to study and specify consumer needs which the product or service satisfies.
- Students will be able to describe working conditions in the industry in terms of hours, pay, busy seasons, unique locations, etc. Acceptance or satisfaction of these conditions should be expressed in student career plans. Students should be aware of earning potential over a long-term career in these industries.
- Students will be able to describe a small business or entrepreneurship in the industry of their choice.

To accomplish these objectives, the curriculum should be organized around three basic content areas within each industry, detailed in the following exhibit.

OUTLINE OF INDUSTRY-SPECIFIC INSTRUCTION

I. Characteristics of the Work Environment

A. Nature of the Industry

1. *Overview*

- Students should know what services this industry provides. They should be able to develop a general definition which encompasses all of the various aspects of the industry.
- How big is the industry? How many establishments are there? Students should know specific businesses in the community.
- What is the range of size of individual establishments?
- What is the total employment of the industry and is it rising or falling? Students should know where most employment opportunities are found.

2. *Economic and Social Factors*

- How sensitive is the industry to economic changes? Students should determine whether employment and revenues decrease sharply during recessions, and whether these declines occur throughout the industry, or only in certain segments of it.
- What are the impacts of social and cultural changes on the industry?

3. *Relationships with Other Industries*

- Students should understand the relationship between this and other industries.
- In particular, students should understand the relations with particular establishments in other industries in the same community.

B. Consumer Characteristics

1. *What Does the Consumer Want?*

- Looking back at the definition of the industry's services, students should be able to understand the consumer's objectives. What kinds of service does the consumer expect?
- How do consumer desires for service influence the characteristics of the job?

C. The Work Environment

1. *Internal Structure*

- Students should know the different functions which must be performed. Students should know how these different functions are organized in separate departments or divisions.
- What are the different occupations in each of these divisions? How are the jobs inter-related?

2. *Working Conditions*

- Students should know the working conditions – typical hours, physical conditions, wages, etc.
- Students should know whether occupations are seasonal or part-time.
- Students should know whether most occupations in the industry require working with people, with things, or with data.
- Students should know the basic skills needed of workers in the industry, including those common to all (or most) of the occupations within the industry and those which are specialized.

3. *Unique Aspects of Environment*

- What are some of the unique requirements of working in the industry?

II. Skills Specific to Occupations

A. Selection of Occupations

- Occupations for skill training
- Criteria for selection
- Requirements for training and experience

B. Required Skills

- Skills common to occupations in the industry
- Skills unique to some occupations
- Occupation/skill matrix

C. Performance Objectives

- Skills, attitudes and knowledge which students must demonstrate

III. Career Opportunities

A. Getting a Job

- Students should know how to get a job in the industry. Do employers hire directly, or do they use employment agencies?
- What do employers look for in a new hire?
- Do employers provide training for their new employers? If so, do all employers or only some? Which ones?
- Are industry jobs unionized? If so, does this affect the way people get jobs?

B. Career Mobility

- Students should examine the nature of supervisory and managerial occupations.
- Students identify additional training and/or experience opportunities which qualify an individual for these occupations.

The curriculum should also include:

- *Cooperative work experience*: A cooperative work experience should be available to every student in the same industry he/she has chosen to prepare for. Preferably, training plans should include experience in the occupations the individual has chosen on a rotating basis, including a cooperative experience in a small business enterprise run by an entrepreneur. If cooperative work experiences are unavailable to the program or to a specific student, other methods of vocationalizing the instruction such as the project method should be employed.
- *Explicit enrollment criteria*: Enrollment would depend upon an expressed interest in marketing and distribution occupations. This interest should be expressed in a tentative career plan with which students enter the program. Students who do not have such a plan should be guided through introductory exploration curriculum units in order to be able to prepare one. Enrollment should be conditional until completion of the career plan.
- *Participation in DECA*: Student membership in DECA should accompany entry into the preparatory program. Participation in DECA's competitive events program should be consistent with the industry of interest to the student.

CAREER PREPARATION AT THE POSTSECONDARY LEVEL

Rationale

Postsecondary career preparation programs are similar in their general features to those described for secondary level instruction. Instruction in all the industries of the cluster should be available to meet the advanced preparation needs of students exiting a secondary program.

The articulation between programs at different grade levels is essential to insure that students may smoothly progress from one level to another adequately prepared for more advanced education without redundancy of content.

Both the content and organization of postsecondary preparatory programs are affected by career education concepts. Program content must continue to include explicit study of career education principles and provide students with the skills to achieve their employment objectives. Career education needs are still pertinent. Concern for establishing a role in adult society continues, particularly in the context of the individual's role in an employment setting and the relationship of this role to his/her self-concept and goals. Self-assessment needs continue as the individual explores his/her occupational relationships to supervisors and subordinates.

However, certain characteristics of postsecondary students make necessary some refocusing of the curriculum to include skills in marketing functions and entrepreneurship. First, young adults engaged in postsecondary education may be expected to have more specific career objectives and higher employment targets than secondary level Distributive Education students. In addition, students enter from another source: non-preparatory curricula.

Second, because postsecondary education in marketing most often focuses on management level positions, skills in decision-making gain importance. This is because students preparing for mid-management positions require an understanding of the decisions associated with the marketing functions. At entry-level positions, employees support the marketing functions. At mid-management positions, they exercise them directly.

Third, students with no previous preparatory courses may be more likely to select postsecondary training on the basis of an interest in a marketing function than an industry. Programs must therefore accommodate student career interests in a specific marketing function as well as in an industry. For example, the option to prepare for a career in market research must be available along with the option to prepare for a career in the hotel and lodging industry. In addition, preparation for entrepreneurship as a career should be an option available to students.

Employment objectives for postsecondary graduates may therefore be defined in terms of (a) competence in a marketing function in more than one industry, and (b) competence in an industry in more than one marketing function.

Students enter postsecondary programs with the intent of becoming prepared for immediate employment in mid-management occupations in marketing and distribution. Therefore, the focus of the program is on delivering the skills required for employment. For students to be able to perform the skills specific to mid-management positions, decision-making skills, central to any managerial position, must be emphasized. In keeping with the career development framework, these skills should be obtained in the context of one or more work environments. On the postsecondary level, the need to build upon students' previous learnings continues. The specific tasks and responsibilities of management can more effectively be taught in the context of what students have learned about the objectives of business, consumer characteristics, interpersonal skills, work environments, and marketing activities. Students should be able to prioritize business decisions in terms of their importance to business success (for example, location is more important to a resort than to an advertising agency). Students should be able to prepare a plan for a small business in one of their selected industries which includes objectives, product or service, consumer targets, sources of supply, working conditions, and so forth. Students should be able to specify the way in which businesses seek to attract consumers and to compare the ways in which different businesses market their product or services. Teaching the skills for mid-management in context of specific business decisions allows students to use previous learning in decision-making, a skill vital to effective management.

The *outcomes* of career preparation in marketing and distribution at the postsecondary level are:

- Students will be able to obtain paid employment in mid-management positions.
- Students will exit the program with a career plan which identifies opportunities for mobility within industries or within marketing functions, identifies local resources for further education at the adult level and training in industry settings, and explains the rationale for the choice.

Learning Objectives are:

Students should be able to state the tasks and decision-making responsibilities of managers in a marketing function of their choice across industries.

- Students will demonstrate decision-making skills in the industry or function of their choice.
- Students will be able to identify relationships of decision-makers, the consequences of decision-making, and ethical issues which confront managers.
- Students will demonstrate supervisory skills in the industry or marketing function of their choice.
- Students will be able to describe employee/employer, supervisor/worker relationships.
- Students will be able to describe the products or services of the industry they chose to study and specify consumer needs they serve. Students will be able to describe the ways in which market functions serve consumer needs.
- Students will be able to describe working conditions in the industry in terms of hours, pay, busy seasons, unique locations, etc. Acceptance or satisfaction of these conditions should be expressed in student career plans. Students should be aware of earning potential over a long-term career in these industries.
- Students will be able to describe a small business or entrepreneurship in the industry of their choice.

Content

In order to be prepared for mid-management employment, students must be exposed to the specific tasks and responsibilities required at that level. Central tasks and responsibilities for these occupations are decision-making ones. Therefore, in addition to the non-management tasks and responsibilities, students should examine the skills associated with decision-making, both short-term decision-making and long-term planning. Examination of management responsibilities includes a consideration of the consequences of inadequate decisions and of the failure to take responsibility.

These management skills should be taught in the context of the business environment in which they are performed. Students should examine the relationships of decision-makers in an organization and the accountability of each. They should become familiar with the differences between supervisory skills and management skills. They should identify the problems of employee/employer and supervisor/worker relationships, especially as these relate to previous learnings about interpersonal skills. Examination of these relationships allows students to continue exploring their own identity in light of occupational relationships.

The concern for identifying a role in adult society still applies at this level. Therefore, students should experiment with the ethical issues of management and decision-making as part of continuing self-assessment and clarification of values.

CAREER PREPARATION AT ADULT LEVELS

Rationale

The career education scheme explains why adult education in marketing and distribution is an integral component of a comprehensive, responsive Distributive Education program. For an individual to pursue the lifelong process of growth and development, change and adaptation, opportunities for continuing education must be available.

Adult education offers great opportunities to serve the career mobility needs of individuals and the manpower needs of employers. For an already employed population, program organization by industry is most likely to satisfy both those who seek to upgrade their skills and those who seek to enter a new field.

Adult education in marketing addresses a population which can be assumed to be motivated, goal-oriented and occupationally experienced. Student objectives will generally relate to upward or lateral occupational mobility. These objectives may come from a number of sources, including individual motivation for change, employer incentives for upgrading, and economic or business change which requires career redirection of the individual. Some adults require training to re-enter the labor force (e.g., women after childrearing) or perhaps to supplement a non-marketing occupations with marketing skills.

The *outcomes* of career preparation in marketing and distribution at the adult levels are:

- Students will be able to obtain entry-level or advanced employment in an industry of their choice.
- Students will exit the program with knowledge of further opportunities for mobility.

Learning Objectives are:

- On exiting the program, students should be able to demonstrate specific occupational skills.
- Students will be able to identify opportunities for mobility within the industry of their choice, and for further education and training.

Content

At this level of instruction, specific instructional objectives for students will vary greatly with the specific conditions in the local community. It is thus important to offer instructional programs for entry and advanced preparation levels in each industry in the cluster, in line with manpower demands and enrollee interests.

The specific content of each course must be determined on this basis. The option must exist for short-term indepth courses in which adults can upgrade specific skills.

In keeping with the career development principle that students should be prepared for continued adaptability, students should be able to identify opportunities for further mobility.

Organization of the content of adult education programs in marketing is most sensibly accomplished by industry. This organization responds to the basic character of adult education: it serves a population which is employed and therefore oriented by industry. Explicit attention to motivations for career mobility and ongoing needs for career development and redirection should therefore be included. The principles of career planning begun in the exploration phase should be addressed and elaborated in specific terms at the adult education level. These include concepts of career ladders, career selection, and career paths in relation to specific career goals.

These principles of career planning should be taught in context of the specific tasks, responsibilities and environment of students' career goals. The extent and nature of these skills depends upon the specific career objectives of the students in attendance.

CHAPTER III: IMPLEMENTATION DECISIONS

To implement career education requires that educators identify the status of current practice, the resources available for supporting the concept, and the characteristics of the educational settings at each level of instruction. These factors determine the extent and type of actions necessary and realistic strategies for accomplishing them.

Career education as a comprehensive strategy requires actions by educators in different roles at all levels of instruction. The basic strategy for implementing career education prior to career preparation – infusion of career education into existing curricula – necessarily involves a broad spectrum of educational personnel: any teacher of any subject is a potential teacher of career education. In contrast, the introduction of a new approach to the teaching of mathematics would involve merely retraining teachers of mathematics and teacher educators.

Since career education involves potentially all education personnel, a comprehensive examination of the requirements for delivering career education is required in order to determine how information about marketing and distribution might be infused.

Educators in marketing and distribution have a particularly important contribution to make. As experts in the field, they can serve as resource people to curriculum specialists, guidance counselors, and other teachers. In addition, they have a responsibility for insuring that marketing and distribution receive adequate attention for students to gain the knowledge required for making career decisions intelligently. The performance of Distributive Education as a program will be influenced by the quality of student enrollment decisions and these, in turn, will be influenced by the quality of awareness and exploration curricula.

It is, therefore, important for educators, particularly Distributive Education personnel, to examine the status and implementation needs of career education in marketing and distribution and their potential role in it. Since these vary with the curriculum and organizational characteristics of each level of instruction, they are described by the three phases: awareness, exploration, and preparation.

AWARENESS PHASE: K-6

Elementary social studies curricula already teach the concepts and content necessary to an understanding of marketing and distribution in social economic terms. Existing curricula K-6 generally focus on social organization and economic processes, proceeding from small to increasingly large units of organization (e.g. the family, the neighborhood, the community, etc.) and from descriptive material to a study of relationships, patterns and processes. In this context, information about specific marketing and distribution occupations is often incorporated into learning about the family and the community. The concepts and content for career education in marketing and distribution are easily drawn out of the social and economic processes of our society. Some re-orienting of this content to make concepts more explicit, however, would be desirable. Specific materials to do so are emerging or available from recent curriculum development projects. The occupational examples used in these curricula relating to marketing and distribution are straightforward. Most are entry-level occupations. For example, in one career education curriculum*, for each pair of grade levels (1-2, 3-4, 5-6), at least one occupation for marketing and distribution is represented. These include: K-grocer, 1-delivery man, 3-service station attendant, 5-advertising copy writer, 6-retail salesperson.

The best way to re-orient the content is to train teachers in the relationship of elementary curricula to career development in marketing and distribution rather than wait for the further development of curriculum materials. Educating teachers builds a more permanent capability.

Recommendations

Distributive Education personnel could take the lead in working with elementary curriculum specialists at the state and local levels to foster the infusion of basic economic principles and career concepts which are relevant to marketing and distribution education. Further, the use of the marketing and distribution cluster (a) as a means of identifying consumer needs and (b) as an inventory of marketing and distribution occupations should be introduced to elementary education personnel. Distributive Education personnel are the most likely source of this information and should take the initiative.

Distributive Education personnel must incorporate as part of their program design some mechanism to determine the extent to which students have previously learned basic principles about the economy, such as the fundamental concept of freedom of choice. A diagnostic component is therefore necessary to determine whether students have this foundation. To the extent that students have learned these basic principles, such content need not be addressed to any major extent at the preparatory level. To the extent that students do not have this basic foundation, these concepts must be taught within the framework of occupational preparation.

**Enrichment of Teacher and Counselor Competencies in Career Education* (E.T.C.) developed at The Center for Educational Studies at Eastern Illinois University, under the direction of Dr. Marla Peterson.

EXPLORATION PHASE: 7-9, 10-12

The concept of career exploration and the organization of junior and senior high school curricula show an important gap. Career exploration requires explicit attention to adolescent needs to establish identity, consideration of many career alternatives, and eye-witness and hands-on interaction with the world of work through community exploration. The conventional curricula at the secondary school level, however, devote little attention to identity-forming needs. Further, community exploration often meets with barriers from school administrators, teachers and businesspersons.

The opportunity to close this gap is complicated by the fact that the secondary school curriculum is organized by subject area. No one teacher is therefore responsible for the student's total instruction. In elementary school, where one teacher typically teaches all subjects, decisions about curricula are simpler to implement. At the secondary school level, many teachers must cooperate to teach career education concepts. Although in some settings a separate offering for career exploration may be given, most educators prefer that exploration experiences be integrated into existing curricula. This preference is based in part on the belief that career education cannot be divorced from the "regular" curriculum or students will not treat it as an important school subject, few schools will be able to offer it, and fewer exploratory experiences will be available to students than if they are integrated throughout the curriculum.

Major responsibility tends to fall to the social studies teachers, although many opportunities exist. Marketing and distribution concepts are most compatible with social studies, in the form of history, economics, consumer education, psychology and sociology, and with business subjects, math and English.

For example, infusion opportunities include:

- **American history**: Every student must fulfill requirements here. Topics suitable for marketing and distribution emphasis include government regulation of business and the economy; studies of the Great Depression; industrialization of America, with emphasis on post-Civil War and construction of railroads.

- **Economics**: the marketing and distribution function in the economy.

- **Sociology**: career selection related to socio-economic status: prestige hierarchy of careers; impact of mass media on consumer behavior of stratified groups; etc.

- **Psychology**: visual techniques utilized in advertising based on perceptual research; etc.

- **Language Arts**: fiction and non-fiction selections, such as *Death of a Salesman* and *The Hidden Persuaders*; utility of communication skills in distributive occupations; exercises in adaptive speech/writing, etc.

- **Mathematics**: calculation of interest, profit, etc.

The infusion strategy, however, is difficult to achieve. To implement career exploration in marketing and distribution requires an understanding both of career development principles and of marketing and distribution. Teachers of regular academic subjects sometimes find career education concepts are more readily learned than the specific information about marketing and distribution occupations or the relationship of their subject area to marketing principles.

Although few printed in-service materials for career education are availabe, it is clear that adequate teacher preparation is critical to the implementation of career education. Secondary-level counselors, who assist students in the choice of high school or postsecondary education or employment, also play an important role in career education.

Although curriculum organization and content are similar at both levels, a distinction should be made between junior and senior high school levels. Junior high school is generally a more flexible setting for introducing new materials than senior high school because fewer pressures to meet requirements for postsecondary institutions operate.

Recommendations

Distributive Education personnel have an important contribution to make in the exploration phase. First, Distributive Education personnel should take the initiative with career education coordinators, curriculum specialists, guidance personnel and teachers to undertake training for implementation of career exploration in marketing and distribution.

The wealth of materials about marketing and distribution principles and occupations available to Distributive Education personnel could be used in teacher training and later in classroom instruction.

Second, Distributive Education personnel can support career exploration strategies by utilizing their network of community relationships. For example, Advisory Committee members might be tapped to arrange community visits. Employers participating in a cooperative Distributive Education program might similarly be called

upon. Other strategies include arranging for Distributive Education students and DECA members to visit junior high school classes and invite non-preparatory high school students to participate in activities.

Third, career exploration is important to implement whenever there are prevocational Distributive Education programs. These represent a natural niche in the curriculum; the instructional staff is familiar with the content; and community relationships already exist. Whenever prevocational Distributive Education programs operate, curriculum content and method should be assessed in terms of the outcomes, objectives and suggested content of career exploration. Where absent, career exploration should be introduced as needed.

Fourth, because of the less flexible organization of senior high school, relatively more effort on the part of Distributive Education personnel ought to be allocated to junior high school exploration activities. However, to assist senior high school students who may choose to enter postsecondary preparation programs in making their decisions, close working relationships with counselors should be maintained.

Fifth, for students who enter postsecondary education in marketing and distribution without any previous preparatory experience, an introductory exploratory course, or a career-planning focus to enrollment procedures would help to document the individual's choice.

PREPARATORY PHASE: 10-A

To implement career education in marketing and distribution at the preparatory level requires decisions about program objectives, content, methods and management. These decisions must be made for the program as a whole in order to insure coordination between each level of instruction. Therefore, program managers responsible for the total preparatory program must first make decisions which will guide supervisors and instructional staff at local program levels.

Further, decisions about objectives, content, methods and management must be coordinated within each level of instruction in order to insure a complete and consistent educational experience for each student. The implications of career preparation therefore must be assessed for each program component:

- curriculum
- instructional strategies
- program planning and management functions.

CURRICULUM

The organization of curriculum by industry is based upon the taxonomy of instructional programs*, which was developed by the U.S. Office of Education in cooperation with selected Distributive Education personnel for use in program planning, implementation, and evaluation, in counseling, and in curriculum development. In this taxonomy (published in 1970), instructional programs in marketing and distribution are categorized according to industry (products or services sold). This taxonomy facilitates the identification of marketing and distribution occupations from the Dictionary of Occupational Titles. The nineteen instructional programs which are identified in the taxonomy clearly demonstrate the breadth of the marketing and distribution field. However, despite the existence of the taxonomy, many Distributive Education programs today still concentrate instruction on retailing. Leaders in the field therefore need to resolve the gap between the cluster definition and its implementation in industry-specific curriculum.

Further, the occupations for which students are prepared, particularly at the secondary level, generally require little skill. This may be explained, in part, by the variety of motivations students have for enrolling in Distributive Education. Many students enroll in the Distributive Education program for purposes of being able to spend less time in school and more at work. Others enroll because school personnel sometimes recommend it for students who have no particular directions or goals. The result is a lack of positive career emphasis in the program as a whole and in the individual students enrolled at any given time. This often translates into low expectations of student performance, low occupational targets, and little attention to student satisfactions and preferred life styles.

Most important, career decision-making content to encourage career mobility beyond entry level jobs is not a consistent feature of the curriculum and needs to be included. Insufficient attention to career decision-making stem from the origins of the Distributive Education program, which enrolled only employed persons who may have been assumed to have made their career choices. The idea of permanent career choices and the prospect of divorcing preparation for employment from continuous career decision-making, however, are untenable today. To implement the career education concept, Distributive Education therefore requires:

- curricula organized by industry

*A full presentation of this organization of instructional programs by industry appears in "The Taxonomy of Distributive Education and Distributive Occupations" by Edwin L. Nelson, in *National Business Education Yearbook* (Chapter 18, No. 8, 1970).

- curricula which prepare students for related occupations within an industry

- curricula which develop student career decision-making skills.

Decisions about the content of preparatory instruction in marketing and distribution are still complex. Social and economic changes which dictate increasing occupational specialization but simultaneously require increased adaptability make curriculum decisions formidable at this level. Considerations of efficiency of instruction are also relevant. Marketing principles and decision points are common across businesses but are not exercised in a vacuum. Knowledge of marketing principles and functions as well as their application in specific industries is necessary to develop both occupational competence and adaptability. Exclusive emphasis on general marketing skills or on industry-specific skills will not lead to the goals of employability and adaptability. The integration of industry-specific skills is necessary, although it carries with it the instructional management problem of organizing the curriculum by industry, the difficulty of maintaining an updated curriculum in an industrial field, and the restricted employability of students trained in one industry.

Therefore, additional criteria must be applied in determining the content of instruction:

- Curricula must provide instruction leading to competence in industry-specific skills.

- Curricula effectiveness can be enhanced by emphasizing generalizations about functions, in keeping with the cluster concept which relates marketing function and occupations within an industry at the preparatory level.

Therefore, preparatory curricula should be characterized by the following elements:

Decision-making

- Education in marketing and distribution must teach *marketing* decision-making skills. These represent skills and knowledge which are transferrable between marketing functions and between industries. They also represent useful general knowledge and offer ways of integrating different subject areas.

- Career decision-making must be an integral part of the curriculum.

Marketing Functions

- The commonalities *across* different types of industries should be emphasized.

Employment Environment

- Knowledge of employment environments permits application of learning to specific industry problems. Marketing functions are performed with respect to products, services or ideas. Employability is enhanced by knowledge of industry practices and products.

- Occupational mobility within an industry is studied.

- Social and economic factors in marketing can be learned in relation to specific industries.

- Student career interests can be served best through industry-specific curricula.

To implement the career education cluster concept still requires that the specific relationship between industry-specific content and generalizations about marketing functions be determined.

Distributive Education curricula presently emphasize market functions. Decisions about relative emphasis cannot be made until industry-specific analyses are accomplished.

Industry-specific curricula must be built on such preliminary analyses as follow:

- First, occupations suitable for training at the secondary, postsecondary and adult level must be identified.

- Second, the required skills or job performance criteria should be delineated.

- Third, the occupations should be grouped by related skills within an industry in order to construct curricula which prepare students for more than one occupation to meet student needs for adaptability.

- Fourth, occupations should be organized in terms of career ladders and lattices in order to facilitate career mobility.

- Fifth, performance objectives for a group of related occupations must be stated.

- Sixth, the methods and strategies for achieving these objectives should be determined.

The keystone to further curriculum development is therefore an analysis of occupations by industry. How the analysis is accomplished has considerable influence on the resulting curricula. Two alternative methods should be evaluated. They differ in terms of the perspective – educator or employer – they reflect.

Educators have taken the initiative in the competency-based approach to instruction. In this, to develop broad competence in students, educators have attempted to define the knowledge and skills which students need for successful employment. Employers are then asked to rank the competencies in order of importance for various occupations within an industry. The priorities which result suggest the emphasis of the curriculum. A second approach, task analysis, focuses on the employer' perspective. In this, the specific tasks – what an employee actually does – are analyzed. The skills required for accomplishing the tasks are then identified and an instructional sequence to teach these skills is constructed.

The advantage of the competency approach is that it attempts to prepare students broadly for a number of occupations for different employers. Its disadvantage is that the competencies are not usually accompanied by performance criteria specific to an industry or set of occupations and therefore, the student's competence for employment is difficult to determine. The advantage of the task analysis approach is that it accurately portrays what an individual must be able to do in an occupation. Its disadvantage is that it is not generally accompanied by an analysis of prerequisite knowledge and skills.

There are several reasons why the latter approach, on balance, is more promising. First, it is important to satisfy the employer perspective in order to prepare students for work in a particular industry. Second, the prerequisite knowledge and skills not specified in task analyses can be defined by educators and included in the curriculum. Third, in the career education framework many basic skills will be acquired prior to enrollment in a preparatory program. Thus, the preparatory program can focus instruction on industry-specific knowledge and skills, assuming diagnosis of students at entry confirms they have already acquired basic skills currently taught in the preparatory program. Distributive Education programs can thereby serve employer requirements without jeopardizing student needs for adaptability skills.

Support for this approach may be inferred from a study comparing the importance employers and educators attach to various skills students require for employment*. The study showed discrepancies in the priorities of each group. The skills (e.g., writing skills) which educators ranked more highly than employers can be characterized as more generic than those for a specific occupation. Educators generally seek to promote the employability of students. Employers generally emphasize competence to perform in a particular occupation. Both perspectives are necessary and a balance between the two must be struck.

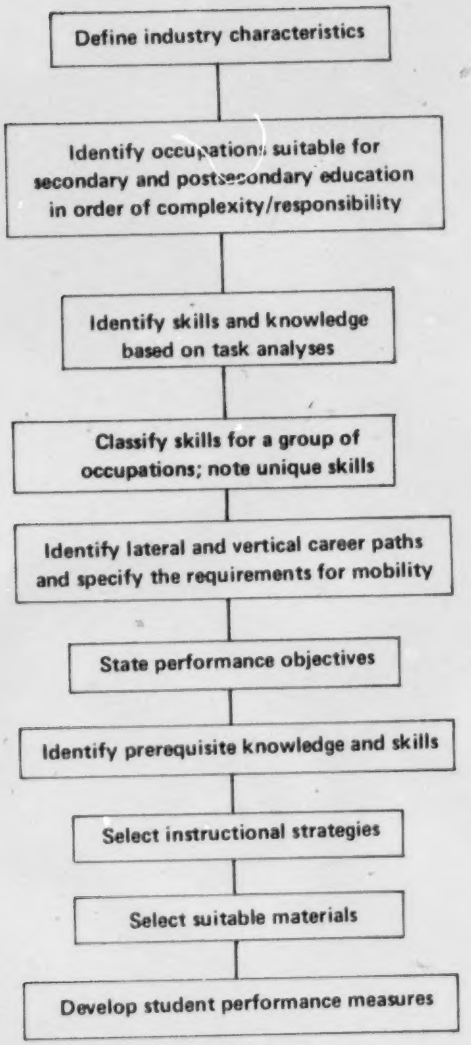
The task analysis approach represents the better compromise. It offers the employer perspective as the initial basis for curriculum decisions without precluding an emphasis on basic skills to the degree deemed necessary by educators.

Recommendations: Curriculum Development

To meet the need for industry-specific curricula, organized by related occupations, and grounded in career decision-making concepts and skills, Distributive Education must initiate analysis of industries as a crucial first step. From this analysis, the prerequisites for program organization by industry can be obtained.

1. *Information which students must know about industry characteristics should be specified.*
2. *Occupations which students can be trained for at the different levels of preparatory instruction should be identified. Any barriers to employment based on age, experience, or other factors, should be taken into account. The occupations should be arrayed in order of increasing complexity and responsibility.*
3. *Using task analyses of the various occupations, the knowledge and skills required for each should be specified.*
4. *The skills common to various occupations within the industry should be identified and classified together. Skills unique to particular occupations should also be noted.*
5. *The occupations with related skills which constitute vertical or lateral career paths should be diagrammed. The requirements (education, training, experience) for mobility should be specified.*
6. *Performance objectives for related occupations should be specified.*
7. *The prerequisite knowledge and skills for achieving the performance objective should be defined.*
8. *The instructional strategies for achieving the performance objectives should be selected. These should differentiate learning which is best achieved through in-class instruction and that which is best accomplished through related experiences.*
9. *The existing wealth of materials, especially those about industries, should be evaluated for their usability as content of instruction.*
10. *Methods of evaluating student achievement of objectives must be devised.*

*E. Edward Harris, *Employer Preferences and Teacher-Coordinator Practices in Distributive Education*, Region V, U.S. Office of Education, (Gregg Division, McGraw-Hill Book Company, 1971).


Define industry characteristics
Identify occupations suitable for secondary and postsecondary education in order of complexity/responsibility
Identify skills and knowledge based on task analyses
Classify skills for a group of occupations; note unique skills
Identify lateral and vertical career paths and specify the requirements for mobility
State performance objectives
Identify prerequisite knowledge and skills
Select instructional strategies
Select suitable materials
Develop student performance measures

When this analysis is complete, the instructional staff will have the option of deciding the relative emphasis between industry-specific instruction and instruction in generic market functions. This decision is likely to be modified each year, depending on the prior educational background of the student and the characteristics of program organization.

INSTRUCTIONAL STRATEGIES

The overall design for instruction must take into account not only the content of instruction but also the methods of delivering it. In education for marketing and distribution careers, in-school instruction represents only one element of the instructional program. One of the great strengths of Distributive Education today is its relationship to the business community and its utilization of community resources. This takes the form of cooperative training, other work experiences, and the project method, which are potent vehicles for experiential learning from actual or simulated employment. A similar strategy is taken by the Distributive Education Clubs of America, an integral part of the instructional program at both the secondary and postsecondary levels. These various strategies, however, tend to be applied too narrowly – to only a limited number of employment environments and to a consistently low occupational level. The limitations of these strategies reflect limitations in program content.

Therefore, expansion of the number of curriculum options available to students must be accompanied by expansion of opportunities for related experiences which parallel the content of instruction. For example, a student's cooperative training should be in the same industry as his/her in-class instruction. Similarly, DECA's competitive events program, organized to parallel instruction by industry, will offer the student valuable supplementary

experience.

The choice of related experiences, however, must be made in light of the already extensive responsibilities carried out by Distributive Education personnel. These include:

- teaching
- DECA advisorship
- counseling of students, including recruitment and selection
- coordination of in-class and out-of-class instruction, specifically focusing on job development and placement, execution of a training agreement, development of a training plan, and monitoring of student performance in accordance with the training plan.
- public relations with community
- administration

Distributive Education personnel must therefore consider the full range of instructional strategies in order to select options which may be realistically carried out. For example, it might prove necessary in a given program to utilize the project method rather than cooperative training, either because of an insufficient number of training *stations* in a given industry or because of inadequate administrative time to manage out-of-class experiences with all industries for which instruction is offered. An examination of the options for instructional strategies is therefore important in order to assess relative merits and to evaluate the feasibility of utilizing each under different program conditions.

Cooperative Training

Cooperative vocational education is defined in Part G of the Vocational Education Amendments of 1968 as:

". . . a program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full-days, weeks, or other period of time in fulfilling the cooperative work-study (vocational education) program."

Proponents of the method emphasize several advantages to using this approach to teaching:

- It provides the most relevant curriculum and instruction for students with vocational goals because it is designed to respond to students' needs and occupational requirements.
- It provides for application of most vocational learnings.
- It provides balanced vocational preparation including manipulative and technical skills.
- It prepares students with wide variance in abilities for a broad range of occupational fields.
- It fosters close relationships with the community.
- It trains students in occupations which are available in the local job market*.

Since the cooperative method involves the student, teacher/coordinator, and training sponsor – the individual from the training site designated to work with the student – a training plan is usually developed for each student participating in the program. In samples of plans developed by experienced coordinators, it is suggested that the final plan should be developed together with the teacher/coordinator and training station sponsor and/or business consultant from the occupational area in which training is to be given. The plan delineates each learning experience the student should receive while in training and who is responsible for providing it.

In conjunction with the training plan, the coordinator is advised to prepare a training agreement with the training sponsor. This, like the training plan, is to insure that the student's learning is coordinated and comprehensive. The training agreement consists of the following kinds of information:

- statement of the program purposes
- career goal of the student
- occupation(s) to be taught
- duration of the training period
- schedule of work and school (minimum and maximum hours of work)

*Division of Vocational and Technical Education, College of Education, University of Minnesota, *A Guide for Cooperative Vocational Education*, (Minneapolis: September, 1969).

- beginning wages and possible conditions for increases in wages
- employer responsibilities
- school and teacher-coordinator responsibilities
- student responsibilities
- training plan*.

Most courses of study in Distributive Education were written for use with the cooperative training progam.** The cooperative training approach therefore has widespread support, and sound procedures. It also requires substantial effort and time to implement well because of the careful training plans and agreements which must be carried out.

Intensified Program

Applicable at the secondary level is an intensified program which might be utilized as a variation of the conventional cooperative training approach, particularly in situations where students require exploratory experiences to prepare career plans. The Distributive Education program must remedy any deficiencies in pre-preparatory instruction *before* placing a student in a training station. Experimentation with intensified programs demonstrates that exploratory experiences may be delivered first, still leaving time to target, train and place a student in employment.

For example, a demonstration Senior Year Intensified Program was undertaken by Wayne State University researchers to prepare seniors in high school for entry-level occupations in a short program. The project investigated whether students without previous business courses could secure jobs as readily and perform as well as graduates of the standard Business and Distributive Education programs.***

Statistically, no significant difference in placement and success of Senior Intensified Program students and students in traditional Business or Distributive Education programs was found. SIP accomplished the same objective (i.e., placement) in 50% less time. Cooperative experience and contacts were a signficant factor in helping graduates (of both programs) secure entry jobs and SIP students were more likely to enter postsecondary educational institutions.

What is significant about this demonstration is that it shows that the essentials of the cooperative training model can be applied in various situations to achieve the preparatory objective – i.e., to place students in gainful employment.

Modular Cooperative Approach

There is additional evidence that the cooperative training approach is a highly adaptable, flexible instructional strategy. If program offerings are to be expanded, the flexibility of the approach should be exploited. Especially if students in a Distributive Education Program seek preparation in more than one industry,**** modular cooperative training experiences will have to be considered. The "traditional length of cooperative vocational education program has been one or two years of nine or ten months duration... A more logical determination of length would be based on the time required to develop qualifications for a level of occupational performance in a student's chosen occupational field... Thus the length of programs may range from a minimum of three months to eighteen months or longer."*****

A modular cooperative training program will undoubtedly require more time to manage on the part of Distributive Education personnel because of the potentially increased frequency of changing training stations for students. Nevertheless, it represents an attractive option for enabling students to prepare for more than one industry, including concentration in a marketing function across several industries. It must therefore be considered as a serious instructional strategy to implement the career education cluster schema at the preparatory level.

Project Method

The project method offers yet another alternative instructional strategy to prepare an individual for employment in his occupational choice. One advantage of the project approach is that it can accommodate a large number of students. It is also an excellent means of achieving career exploration in initial preparation for secondary school students, particularly those too young to qualify for cooperative training. It involves participation in individual, small-group, or large-group training plans and in a laboratory classroom facility. Project activities include school store operation, marketing surveys, career planning, and interim employment whenever possible.

In short, the project plan gives students an opportunity

*_A Guide for Cooperative Vocational Education_, op. cit.

**Wilfred Bernard Raeker, _An Analysis of State Courses of Study in Distributive Education_, (Minneapolis: University of Minnesota, August, 1959), pp. 21 and 22.

***Fred S. Cook et al., _Senior Year Intensified Curriculum Program: Final Report_, (Detroit: Wayne State University, April, 1970).

****See Program Management section

*****_A Guide for Cooperative Vocational Education_, op. cit.

to apply theory in practice. A project training record is developed for each student, outlining the student's occupational objective, the project objective, and the curriculum unit in which the classroom work is coordinated with the project. Occupational experience is only one type of project experience. Both project and cooperative methods seek the same learning outcomes – principally, integration of theory and practice.

Distributive Education Clubs of America

For students enrolled in the Distributive Education curriculum, DECA is an integral part of the instructional program. Its program of youth activities includes awards and scholarships, career development conferences, leadership training and educational projects.

DECA is a non-profit, school-centered, self-supporting organization which is designed to develop future leaders for marketing and distribution. DECA is organized on the local, state, and national levels. At the local level, Distributive Education students form a Chapter of DECA and elect their own student officers. Nearly all Chapters are self-supporting with members paying local, state and national dues. The Distributive Education teacher-coordinator serves as the Chapter Advisor.

All Chapters within a state are chartered by and comprise a State Association of DECA. Each State Association elects student officers from its membership. National DECA is composed of State Associations. Student delegates elected or appointed by each state elect National Officers.

National DECA is made up of five divisions. The three student divisions are High School, Junior Collegiate and Collegiate. DECA's two adult divisions are an Alumni Division, composed of former Distributive Education students at all levels, and a Professional Division, composed of teacher-coordinators, teacher-educators, Distributive Education Supervisors and administrators, supporting businesspersons and interested parents.

The competitive events program of DECA, an outgrowth of the instructional program, provides learning experiences as well as awards and recognition. In many of these events students work with businesspersons in preparation for competition.

One of the major activities of DECA is the Merits Awards Program (MAP). The program, a competency-based approach to career exploration and preparation in marketing and distribution, is based on individual student achievement accompanied with an awards program for student recognition; MAP activities correspond to the competencies needed in distributive employment and progress in complexity from Bronze level to Silver level to Gold level. Within each grouping the student must demonstrate her/his knowledge of economic understandings, product and/or service knowledge, communications, human and public relations, and marketing.

DECA's role in a multiple option Distributive Education program is increasingly important. Enrollment in industry-based courses should be accompanied by DECA membership and by entry into DECA's competitive events program in that industry. Competitive events within DECA, organized as multi-competency-based events to reflect the distribution of skills required in specific occupations, supplement the Distributive Education program with invaluable hands-on experience, contact with the business community, and substantive knowledge. Furthermore, if cooperative training stations are not available in certain industries in which preparation is offered, DECA can serve as a valuable experience to support instruction.

The coordination of curriculum instruction by industry and the DECA program is a natural feature of future career education. The task analyses accomplished for curriculum development purposes should serve as a base for coordinating the curricula for in-class instruction and the DECA competitive events program.

Recommendations

The use of instructional strategies which provide practical experience related to in-class instruction at all levels of preparation is a central feature of the Distributive Education program and one of its great strengths. The effectiveness of such strategies depends in large part on the extent to which they are integrated with program objectives and content. Therefore, changes in objectives and content must be accompanied by corresponding changes in the content, application and emphasis of such instructional strategies as the cooperative training approach, project method, and DECA.

Modular use of the cooperative training strategy should be considered in order to permit students to prepare in more than one occupation and/or industry. A rotational system, in which students work in several occupations and settings could be used. This might entail multiplying the number of training stations unless all students in a class were rotated through the same ones. In choosing suitable strategies, the administrative burden on instructional staff must be considered.

Other alternatives include intensified work experiences for students who have had insufficient career exploration and therefore must develop a career plan prior to embarking on preparatory instruction, even though they have enrolled in it. Expanding the number of options for students may also require increased use of the project method, if cooperative training stations are unavailable, or administrative personnel realistically cannot expand the number and type of stations immediately.

PROGRAM MANAGEMENT

Implementing a program with multiple instructional options places increased demands on program management to examine and, if necessary, modify all program components and functions consistent with the career cluster schema and its consequences for program objectives, curriculum content, and related instructional strategies.

Program managers must insure that coordination of instruction takes place in all respects:

- Offerings are consistent with manpower demands.
- All components of the instructional program are coordinated for the individual student. Therefore, in-class instruction and related experiences are parallel and also consistent with student interests and career plans.
- Offerings and content are articulated between different levels of preparatory instruction, and with exploratory experiences.
- All components of the instructional program function to insure coordination in its various aspects. For example, enrollment practices must serve the articulation objective of the program by assessing student career plans and channeling students into the appropriate offerings.

To implement the career education cluster schema, program managers must pay special attention to the following program decisions:

- **Instructional options**: the particular industries in which to offer instruction, the method for making the decision, and the organization and management of multiple options
- **Enrollment practices**: the criteria by which students are enrolled in the program and the relationship between the assessment of student experience and interest at entry and the curriculum the student follows
- **Relationship with the business community**: methods for expanding the involvement of businesspersons to support instruction in new and expanded offerings
- **Instructional staff recruitment and preparation**: methods of providing trained staff in different industry courses and coordination needs with pre-service education to parallel the career education cluster schema.
- **Counselor functions**: integration of counselor functions into the total program operation
- **Evaluation**: measuring the degree to which the program meets its objectives.

Program Planning: Instructional Options

Program planning involves making decisions about the framework and the details of instruction. Program planners must decide:

- What courses should be offered, i.e., which industries should be studied?
- What is the optimal relationship between generic and industry-specific instruction?
- Can students prepare for more than one industry?

Program managers must consider that the particular mix of offerings in any given year might vary, depending on student interests and manpower needs. Program planning tools to accomplish this assessment are therefore necessary. Fortunately Distributive Education has these tools available. In the special context of Cooperative Education, planning methods for all program levels are described in the Minnesota *Guide to Cooperative Vocational Education*.

To determine what industry options should be offered, the key influence must be manpower needs. The best method for assessing state and local needs is through direct contact with Advisory Committee members at the state and local levels. Employers can furnish accurate information rapidly about openings in their own industries or firms. The risk of sole reliance on them, however, is that incomplete or biased information will be obtained if too few firms are represented.

Information on current job openings, labor turnover and employment expansion rates, and five-year projections for employment growth ought to be obtained systematically from such sources as the *Occupational Outlook Handbook* (published biennially) and the *Occupational Outlook Quarterly*, *Manpower Report of the President* (published annually), and *Census of Business* (published every five years). This information is needed to insure that programs offer training in occupations with job openings, occupations which hold some promise for upward mobility and occupations that will not become obsolete in the future insofar as can reasonably be estimated from the data.

The second crucial factor in determining what to offer is student interests and career plans. Information must

be obtained about:

- students' career plans and interests
- students' plans for further education
- students' interests in industries and occupations for which training can be provided.

A variety of methods for obtaining the above information exists. First, a survey of students can be conducted. Second, communication with instructional staff responsible for exploratory programs might represent a more efficient means of obtaining at least preliminary information. For example, career plans developed by students in prevocational exploration could serve as the source of information on student interest. Finally, recruitment practices can be tailored to attract students interested in a particular industry where manpower needs exist. The enrollment process must, in any case, re-diagnose a student's interests and channel the student into the appropriate option. Although planning is often seen as a process which occurs once at the inception of a new program, it should really be conducted annually as part of an ongoing responsive vocational education program.

The most complex decisions relate to the organization and management of a program with multiple options. Assuming that the content of each industry offering, the relationships of industry instruction at different levels of preparation, and the specific choices of industry offerings have been determined, the program manager must still resolve two central questions:

- What is the relationship between industry instruction and instruction organized by market function or common competencies?
- What combinations of industry instruction may be made available to each student?

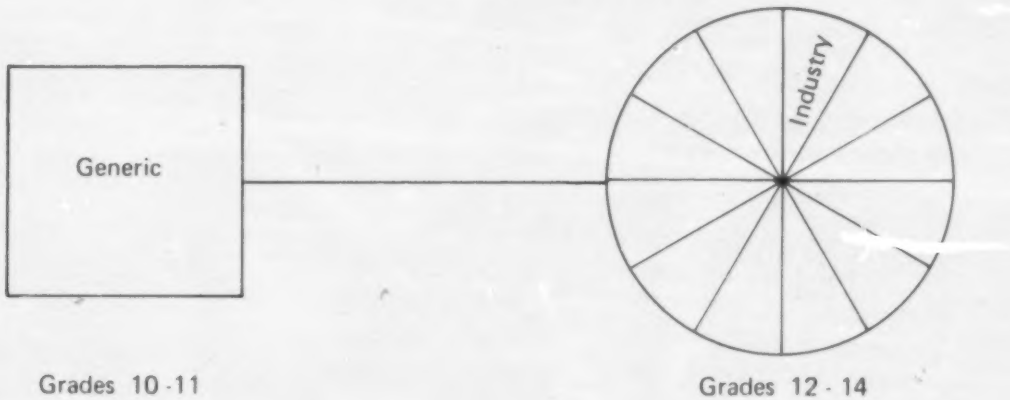
The answers to these questions depend in part on the existing structure of any given program. A variety of models exist.

Relationship of Generic and Industry-Specific Instruction

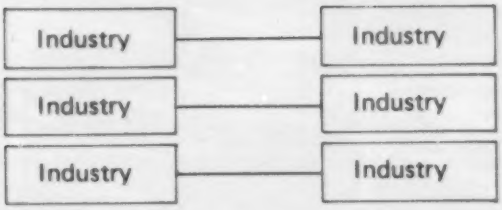
1. Current Distributive Education programs which concentrate on marketing functions or generic competencies can be offered prior to grades 12-14. Industry instruction would then predominate at grades 12-14.
2. Industry instruction can represent the sole basis upon which to organize programs.
3. The core of a program can concentrate on basic market functions, with equal time spent in parallel on industry instruction and related experiences. This option might eventually be replaced by industry instruction exclusively but may facilitate the gradual addition of industry offerings to programs which do not currently have them.

Diagrams

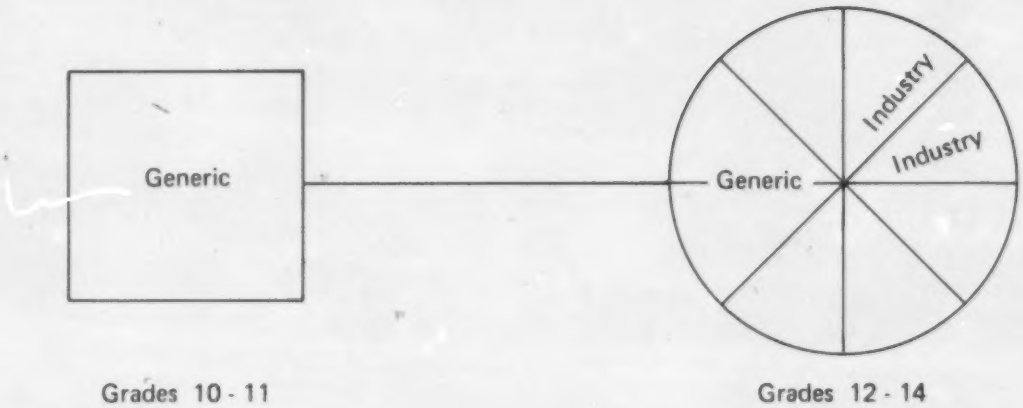
Option 1



Option 2



Option 3



Organization by Industries

Complete organization by industry, the second option, can be accomplished through a combination of the project method and the cooperative training method.* Such a Distributive Education program could be a two-year course of study in which the cooperative training method is used in the second year of the program. In the first year, the project approach is organized by industry. Specialized work environments called skill centers, are established, each skill center representing one of the industries in the cluster. The student selects the industry in which he/she is interested. In the laboratory, the students perform *all* tasks, on a rotating basis, required to operate that particular kind of business. For example, in a skill

*The Toledo, Ohio, Distributive Education program follows this model, beginning at the secondary level.

center in the Food Service Industry, students manage the concern, cook the food, serve the food, and maintain the premises. The idea is for students to continue working in the same occupational area in their cooperative training the following year. Upon completion of the secondary level program, graduates of the Distributive Education program will have skills relevant to the occupations and employment settings of their choice. Particular note should be made of the rotational feature of this approach: it gives students a chance to become familiar with the total operations of business, with different levels of responsibility (i.e., management) and with occupations which are not within the cluster but to which students in the industry must relate (e.g., a cook is in the industry but does not perform a marketing function).

Relationship of Industries

Program managers must also consider whether students may prepare for employment in more than one industry. Such an alternative is particularly viable for related occupations which are found in more than one industry. The third option above, which combines instruction by market function with a core program instruction by industry, might make this idea possible. An advantage would be gained from having students interested in different industries working together in the core program part of the time and specializing part of the time. However, instead of students specializing in only one industry, several would be available over the duration of the program (secondary or postsecondary).

The particular difficulties of implementing this idea involve (a) scheduling and (b) arranging for related parallel experiences, especially in the cooperative training mode. To make multiple options available to *each* student would require evenly matched student interests. That is, rotating students through different specialities and through different training stations would be most easily accomplished if the same number of students were interested in the same options. In this case, each of three students, for example, could proceed in turn through three training stations, one for each three months of a year-long program. The advantage of such a program lies in the ability to serve diverse student interests and to prepare students broadly for related occupations within several employment settings.

Recruitment, Selection, Enrollment

Determining which students are to be served by the Distributive Education program is central to the success and effectiveness of the program. In light of the career education concept, increased burden is placed on program management to select and enroll students whose interests in marketing and distribution careers have been explicitly confirmed in career exploration. Career education is also likely to influence the nature of recruitment since exploration activities should acquaint students with information both about occupations and about education and training opportunities.

Unfortunately, today typical processes of recruitment, selection and enrollment in vocational programs in marketing and distribution often include decision-making by default. The various reasons for the different choices of students to pursue vocational preparation at the secondary level include:

- need to earn during or immediately after high school
- alienation from school and desire to enter adult employment immediately thereafter
- positive desire to prepare for employment and pursue additional learning opportunities through experience and adult education
- positive desire to prepare for interim or part-time employment to help advance educational goals
- eagerness to exercise independence and adult responsibilities and impatience with the school environment

The criteria which program administrators utilize to enroll students also vary. In general, an interest in marketing and distribution is among the criteria in an undefined way. Other criteria used include academic ability, educational background and qualifications, character, health, aptitudes and talents. In a study of cooperative Distributive Education in Illinois, the following selection factors were found to be used most frequently:

- grades – 31%
- teacher recommendations – 25%
- student interest in Distributive Education – 23%
- student attendance – 23%
- student interviews – 19%*

Another issue revolves around whether Distributive Education courses should be open to all students, college bound or not, who have interest in studying marketing

*Warren G. Meyer and William B. Logan, *Review and Synthesis of Research in Distributive Education* (Columbus: The Center for Vocational and Technical Education, Ohio State University, 1966), p. 85.

and distribution in college and/or pursuing a career in marketing and distribution. Some advocate that the only important selection criteria are that (a) the student wants the instruction, (b) the student is employable and (c) the student plans to pursue a career in marketing and distribution.

In the future, the key criterion will be educated student interest and decision-making.

Recommendations

Career education practices will influence processes of recruitment, selection and enrollment. Students are expected to make more educated choices. Program administrators need to apply more specific career-oriented eligibility criteria. This is particularly important for enrollment into industry-specific instruction. Students will have to demonstrate adequate knowledge and interest to qualify. Program administrators will therefore have to develop methods for assessing student interests and decisions and the basis upon which decisions have been made.

Program administrators will therefore have to develop methods for learning student decisions or career plans and the basis upon which they have been made. Further, a means of enrolling students who, through no fault of their own, have not had the opportunity for exploratory experiences, will need to be included in program design. This would take the form of conditional enrollment, initial exploration and career planning, and subsequent channeling into industry-specific instruction. A brief, intense exploratory experience might be attempted prior to enrolling a student, utilizing guidance personnel and unassigned school hours, to avoid the complexity of serving students with extremely different degrees of understanding of their own career plans.

The recruitment function of Distributive Education might also be streamlined by working closely with career education coordinators, or other instructional staff responsible for directing career exploration. Student learning about marketing and distribution careers and about the local Distributive Education program would therefore come primarily from career exploration activities. Distributive Education personnel would serve a support, rather than a principal, function. This would apply at junior and senior high school levels preliminary to secondary and postsecondary preparatory instruction.

Relationship with the Business Community: Advisory Committees

Expanding program options will require increased utilization of and reliance on Advisory Committees. The capability and expertise developed by current instructional staff and administrative personnel cannot be expected to extend to all industries. Support from experts in each industry will therefore be necessary for effective program initiation and management.

The role of Advisory Committees has been discussed in a number of sources. Of particular importance in the context of expanding instructional options are the following functions:*

- advising on course content, helping obtain display equipment, materials and literature, and providing instructional help through resource speakers, trade materials, and occupational information
- assisting the teacher-coordinator in relating instruction to the needs of the community
- helping establish standards for entrance into Distributive Education.

As a liaison between the school and business community, the Advisory Committee could serve in a variety of ways:

- assisting in organizing cooperative vocational education programs
- identifying suitable training stations, recommending job rotation for trainees, assisting in determining criteria and standards for measuring job performance of students at the training station
- establishing agreement among employers to maintain a proper wage scale; working with labor and management on the local level to insure maximum involvement and cooperation; recognizing graduates by providing preferential job opportunities.

Recommendations

The use of Advisory Committees should be expanded, with respect to industry offerings chosen by program managers. Members should be selected partly for knowledgeable representation of the industry at issue. They should be engaged early in the program planning process and utilized in all program operation functions, to the maximum extent possible. Only with such representation can be a Distributive Education program measure its relevance to employers.

*From *A Guide for Cooperative Vocational Education*, pp. 44-45, and Alan K. Cohen, *Handbook for Distributive Education Teacher-Coordinators* (Harrisburg: Bureau of Vocational, Technical, and Continuing Education, Pennsylvania State Dept. of Education, 1969), p. 14.

Instructional Staff: Recruitment and Preparation

The quality of all education programs largely depends on the quality of staff. Expansion of industry-specific instructional options poses particularly difficult staffing questions for program management. Requirements for instructional personnel must be realistically assessed in terms of the already major responsibilities borne by teacher-coordinators. Increasing the responsibilities of the existing staff may be unreasonable. In addition, staff trained in a specific industry will be desired to implement industry instruction. Securing specialized staff, however, is also difficult especially if certification requirments preclude utilizing business personnel competent in the specific industry. Teacher recruitment must therefore be examined and the implications of expanded options for pre-service and in-service education must be assessed.

Responsibilities of the teacher-coordinator currently vary greatly. Differences in degree of responsibility depend in part on school size and structure and geographic location. In rural areas, one coordinator may serve two or three schools and be responsible for all program activities from planning and recruitment of students to follow-up studies. At the other extreme, in large schools or in schools in urban areas the coordinators might be responsible for placement and follow-up only. Other vocational teachers deliver the classroom instruction.

The five basic job functions of the teacher-coordinator are: 1) teaching, 2) guidance, 3) coordination, 4) public relations and 5) operation and administration. The teaching function often includes curriculum development and insuring that on-the-job experience and classroom instruction are closely related. The guidance function includes the recruitment and interviewing of prospective program participants. The coordination function involves job development and job placement, development of training agreement between the school and the employer, development of a training plan with the training sponsor and the student, and maintaining a good relationship with employers. The public relations function is an ongoing process conducted so that community interest in and support of the program is developed and maintained. Finally, the teacher-coordinator is typically responsible for all aspects of program operation and administration. In the multiple option program, the role of the teacher-coordinator will become even more complex in the future. With industry instruction, the teacher-coordinator must be able to manage a program with courses for students with diverse interests.

In addition, with the introduction of career education, the Distributive Education teacher, by virtue of his/her experience, may be enlisted to play a more active role in the career education of students prior to the secondary level. The increased opportunity to explore career choices prior to the secondary level will also produce a new type of student in Distributive Education secondary and post-secondary programs. Most likely, administrative, counseling and coordination responsibilities will increase.

Teacher preparation will therefore require modification in accordance with the revised functions of instructional personnel. Teacher preparation and in-service training will have to provide teachers with:

- knowledge of industry characteristics
- understanding of the career education framework.

The current undergraduate curriculum, according to Lucy C. Crawford,* is structured to offer teacher-coordinators occupational experience, a broad and concrete understanding of the many distributive occupations, and knowledge of techniques unique to conducting a Distributive Education course. It typically includes college core requirements (72 hours), professional core requirements (27 hours), teaching major requirements (46 hours, with 27 hours in technical courses, e.g., *Marketing, Advertising* and *Salesmanship*, 18 hours in Distributive Education courses, e.g., *Areas of Distribution, Trends of Distribution*, and *Store Operations*, and 7 hours in directed occupational experience), specialized (D.E.) requirements (12 hours) e.g., *Methods of Teaching D.E., Organization and Administration Supervision of Adult Teaching*, and 32 hours of electives.**

Keeping in mind the difficulty of satisfying diverse educational and occupational needs, pre-service programs require assessment in light of the growing need to prepare Distributive Education teachers as learning managers, career development specialists, and expert administrators.

For example, current programs may not be able to satisfy the growing need for personnel who have adequate occupational experience as well as educational expertise. Pre-service students come to the program with different backgrounds and different training needs.

> There are basically three groups of individuals who receive pre-service training: (1) young high school graduates with minimal occupational experience who are contemplating a four-year college degree, (2) experienced business and industry or public service workers who return to college to prepare for teaching, (3) experienced teachers in other subject matter fields who must be certified for vocational education and who may lack adequate occupation experience.***

*Lucy C. Crawford, *A Distributive Teacher Education Curriculum Theory Design* (Blacksburg: Virginia Polytechnic Institution, 1972).

**The graduate curriculum focuses more directly on the complex and difficult task of administering and managing an effective Distributive Education program. Therefore, it offers such courses as *Individualizing Distributive Education Instruction, Articulation of the Occupational Experiences*, and *Contemporary Issues in Distributive Education*. (Crawford, 105)

***A *Guide for Cooperative Vocational Education*, p. 104.

In *A Guide for Cooperative Vocational Education* a strenuous argument is made for enlisting the help of business, industry, and public service agencies in providing occupational experience for teachers in training.

One strategy for giving teachers industry-specific competence is to offer in-service education and/or occupational experience to current instructional personnel. At present, graduate programs provide opportunities for teachers to update and improve their technical and professional competencies in summer school classes, intensive workshops, evening and Saturday classes and extension courses. It has also been suggested that teacher-coordinators should return to industry every three years or so for a summer's experience. However, in-service upgrading may be appropriate only for programs where industry instruction is a part of the total curriculum (as in option 3, p. 44).

For other models of program delivery where industry instruction predominates, teacher knowledge of industries, even after training, may not be sufficient. Therefore the utilization of staff recruited from the business community may be required. In fact, some steps have already been taken to encourage businesspersons to enter teaching. Some states have modified their certification standards so that individuals without teaching education backgrounds could teach Distributive Education for up to two years on an Interim Standard Certification while taking courses needed for permanent certification.

Although teacher certification standards vary greatly from state-to-state, it is generally accepted that the Distributive Education teacher needs occupational experience, professional preparation in the technical content and adequate preparation in professional education in order to be competent and certifiable as a teacher-coordinator. Clearly, the provision of educational background for businesspersons and occupational experience for educators will be necessary to develop the staff capability for multiple-option programs.

Recommendations

Pre-service education must therefore be assessed for breadth and depth of occupational experience; career education content; instruction in learning management and program coordination. In each of these areas, revision of the pre-service curriculum is likely.

Further, in-service education, often focused on improvement of instructional techniques, will require expansion to increase industry-specific competence, management capability, and, again, career education knowledge. The latter involves not only information about career concepts but also strategies for articulating with career education personnel in school systems.

Finally, certification requirements to enable business personnel to deliver instruction in industry-specific courses should be examined. Barriers to utilization of business personnel should be alleviated.

Counseling

The counseling function gains in importance as student career decision-making is emphasized. Counseling even now represents an area of overlap between Distributive Education and guidance personnel. To implement the career education concept increases the already identified need for careful coordination of the counseling function.

Career counseling programs are increasing. Some programs, for example, are in the form of "Career Resource Centers" which contain information on specific careers and which are utilized by social studies teachers in certain career exploration units. Expansion of career education in junior high school is expected to bring with it an increase in career counseling activities on that level.

Many of the traditional duties of the vocational counselor, including career counseling, are performed by the teacher-coordinator at the secondary level. In a survey of counselors and teacher-coordinators in Minnesota, counseling functions were seen as shared.* There was strong agreement that five should be performed by the counselor, and twenty-two by the teacher-coordinators. Among the functions which should or could be assumed by counselors were: interpreting tests of interest and aptitude, and counseling students as to the best utilization of their abilities; counseling students on seasonal work, part-time jobs and entrepreneurship; counseling students on enrollment in cooperative training programs and electives in such programs; maintaining files on students and on occupations. Helling concludes that such "technical" counseling duties are assumed by counselors but that duties which involve close association with student-trainees belong to the teacher-coordinators.

The cooperation of counselors and teacher-coordinators is increasing in many places. In some programs teacher-coordinators are urged to involve counselors in many of their activities, such as visits to training stations in order to meet employers. The prevailing relationship between counselors and teacher-coordinators is a cooperative one, with a high degree of shared responsibility, and with most of the face-to-face, individual counseling performed by the teacher-coordinator.

This involvement in counseling by the teacher-coordinator is likely to continue, because of the special needs of cooperative Distributive Education students and because of the expansion of career education. Both the career education teacher and the Distributive Education teacher-coordinator are concerned with helping students

*C.E. Helling, "The Overlapping Roles of Counselors and Coordinators", *Delta Pi Epsilon Journal*, Vol. III (May, 1965), pp. 88-94.

make career decisions and appropriate educational and vocational plans based on those decisions. They are therefore concerned with providing accurate and complete information about job markets and occupational requirements, helping students better understand their own goals and objectives, and helping them make rational decisions about their future plans.

Recommendations

The guidance counselor is likely to function as the school's manager of career information resources. He/she will become more actively involved in assisting individual students to develop their own career plans. Cooperation and coordination between counselors at all levels and Distributive Education personnel should therefore be aimed at improving the basis of student decision-making and, as a result, refining the selection/enrollment process in Distributive Education. To insure that this process is managed effectively, Distributive Education personnel must continue to work closely with counselors and advise them on the development of industry-specific instructional programs as they are initiated.

Program Evaluation

Program evaluation is an essential function undertaken to determine whether the program meets its objectives. Accountability in education exempts no program from this function, but in vocational education, it is especially important. Such information serves program planning purposes by helping program managers to strengthen elements of the program which are inadequate in some respect. It also serves as a performance measure for the program which can be useful in attracting students, employer interest, and community support.

An effective program, in terms of the preceding discussion, might be evaluated on a number of criteria, such as:

- the degree of student satisfaction in employment
- the level of competence achieved by students as judged by employers
- the degree to which employers filled manpower needs with program graduates
- the availability of program offerings to meet employer needs and student interests.

Programs would thus be evaluated on quality (e.g., on the basis of placement and the tenure of student employment) rather than on quantity(e.g., numbers of graduates). Follow-up data would be necessary to perform a thorough evaluation.

In Distributive Education programs today, program evaluation is not a function consistently performed. As program offerings are expanded, the demand for evaluation increases. In its absence, program managers can only guess at the success of their programs and cannot make informed decisions.

Recommendations

Responsiveness to the needs of society, employers and students can be achieved only through informed decision-making. It is therefore imperative that program evaluation measures and procedures be specified in the initial stages of program planning or re-planning.

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

Career Education

Career education is a pervasive educational philosophy and strategy which engages all actors in the educational system in its delivery. Essentially, it seeks to develop student career decision-making skills in order to assist individuals to better target their career choices to meet manpower and personal needs. Career education promotes the adaptability and coping skills of the individual as well as his/her competence for employment.

Therefore, Distributive Education programs and personnel must:

- include career decision-making content in preparatory programs
- coordinate instructional content and methods with earlier student experiences, especially career exploration
- relate to many educational actors, including career education coordinators, guidance counselors, and teachers
- relate to members of the business community, as both co-educators and future employers.

Distributive Education Program Content

To fulfill student interests, conform to student decision-making criteria, and meet the needs of employers, Distributive Education programs should implement the cluster concept and organize by industry-specific offerings. This requires activities prerequisite to curriculum development as well as an assessment of all program components.

Therefore, preliminary to curriculum development, the following analyses must be undertaken:

- identification of occupations suitable for training at secondary, postsecondary, and adult levels of instruction
- grouping of occupations with related skills based on task analyses
- specification of performance objectives for groups of occupations with related skills.

Distributive Education Instructional Strategies

Instructional strategies which support in-class instruction must be consistent with the organization of that instruction. Distributive Education personnel utilize many effective instructional strategies which should be continued in a curriculum organized by industry.

Therefore, the principal strategies should be managed to conform to organization by industry as follows:

- Cooperative training stations should be in the same industry as the industry instruction of the student's choice.
- Project methods, similarly industry-based, should be utilized as appropriate, especially where inadequate numbers of training stations can be found.
- DECA should be an integral part of the instructional program.
- Modular applications of these strategies, particularly cooperative training, should be investigated.

Distributive Education Program Management

Each program component must be assessed for consistency with the career education concept, and its consequent curriculum organization by industry.

Therefore, program managers must undertake to decide the following issues:

- **Program Offerings**: the specific mix of industry offerings in any given program must be determined on the basis of manpower needs and student interests. These must be coordinated at all levels of preparatory instruction.
- **Delivery of Instruction**: the relationship of industry-specific instruction to marketing function instruction, especially since the latter is the prevailing current form, must be decided. Industry instruction may substitute for, supplement, or follow generic instruction.
- **Student Options**: the number of industries in which a student may prepare must be decided. The possibility of a student studying related occupations in more than one industry at both secondary and postsecondary levels should be considered. The consequent requirements for rotation through a number of parallel cooperative training stations must also be considered.
- **Recruitment, Selection, Enrollment**: a crucial requirement is the modification of recruitment, selection and enrollment policies and procedures con-

sistent with the career education concept. Emphasis on recruitment is likely to decline while revised selection and enrollment criteria increase in importance. These involve determining student career plans and channeling students in accordance with them. For students who have had little or no career exploration, it is incumbent on the Distributive Education program to provide it, either prior to enrollment in short experiences or as the condition on which enrollment is contingent.

- **Advisory Committee**: to undertake the expansion of industry-specific offerings requires increased utilization of and reliance on business personnel. The formation of industry advisory committees should therefore represent the initial step in program planning.

- **Instructional Staff**: **Recruitment and Preparation**: program quality depends largely on program staff. Modification in program content and delivery must necessarily entail related adaptations in staff recruitment and preparation policies and activities. In particular, pre-service training needs to be re-assessed for adequacy of occupational experience and of career decision-making content. In-service education similarly must be organized to assist staff to expand occupational competence, knowledge of career education, and ability to manage multi-option programs. Depending on the relationship between generic and industry instruction, the recruitment of business personnel as instructional staff will be necessary to some degree and certification requirements for teaching must therefore be examined and possibly modified. Changes in program will demand a reassessment of current administrative and teaching structure; they may require the addition of a program manager to the structure or the reallocation of the teacher-coordinators' responsibilities.

- **Counseling**: the counseling functions performed by Distributive Education personnel must be coordinated with guidance staff within the total educational system in order to insure efficient use of resources, on the one hand, and comprehensive career counseling on the other.

- **Program Evaluation**: a crucial function which program managers must initiate is program evaluation. To determine the degree to which programs meet the needs of society, employers and students, studies of students at the point of exit, as well as follow-up studies, must be undertaken. Accountability depends upon conduct of this function, as does program improvement.

APPENDIX A: CLUSTER DIAGRAMS

GUIDE TO CLUSTER DIAGRAMS

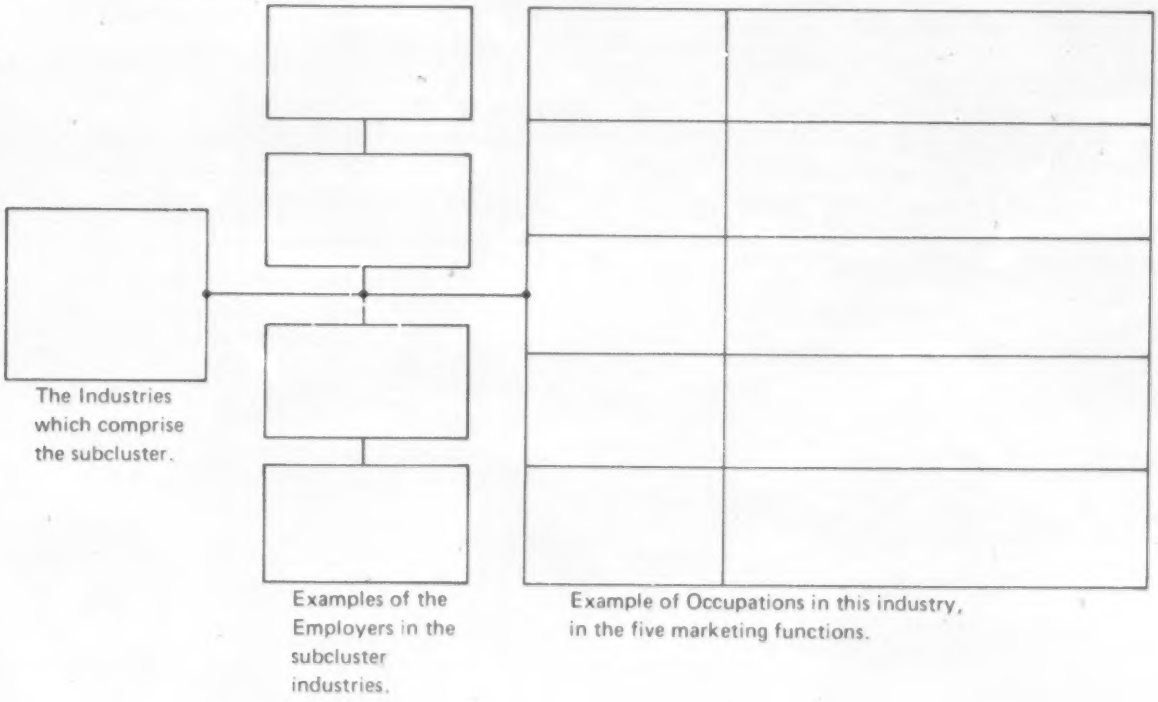
Marketing and Distribution is a diverse field, employing tens of millions of people. The industries and occupations within Marketing and Distribution have been clustered (grouped) according to the products and services they provide to satisfy consumer needs.

Marketing and Distribution can be divided into six subclusters defined by consumer needs:

- Business and Financial Services
- Fashion Merchandise
- Property and Home-Related Items
- Services for Personal Needs
- Food Distribution
- Transportation Services.

A diagram is provided for each of these subclusters.

Each diagram provides:


The Industries which comprise the subcluster.
Examples of the Employers in the subcluster industries.
Example of Occupations in this industry, in the five marketing functions.

At the top of each of the cluster diagrams is a brief description of the industries and occupations within the subcluster. Example occupations within each industry are identified by marketing and distribution function: selling, buying, sales promotion, market research, and management.

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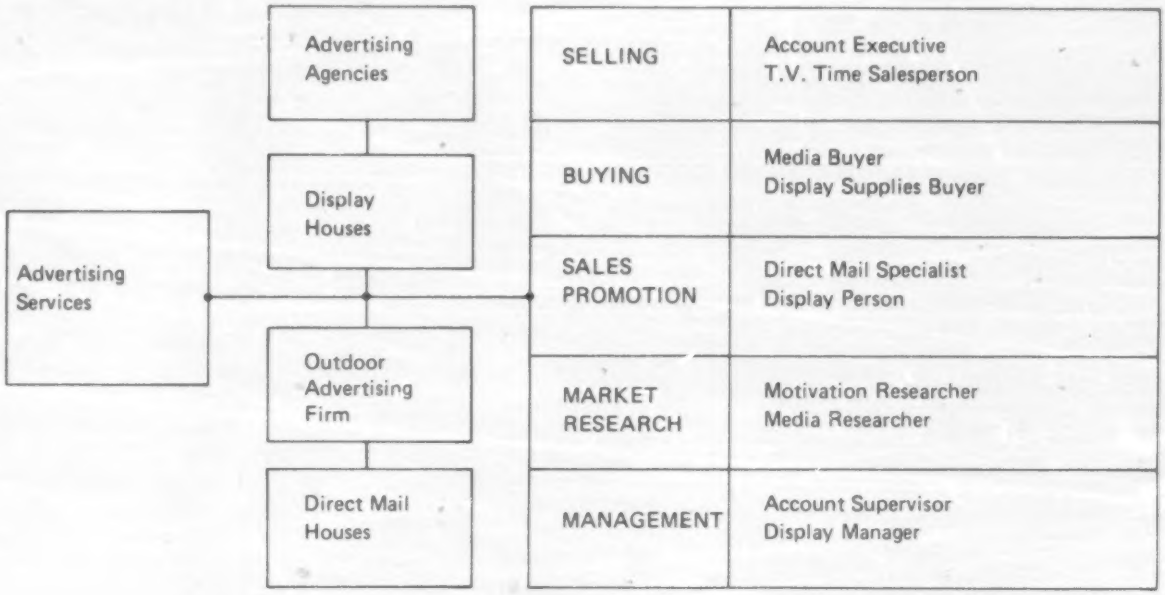
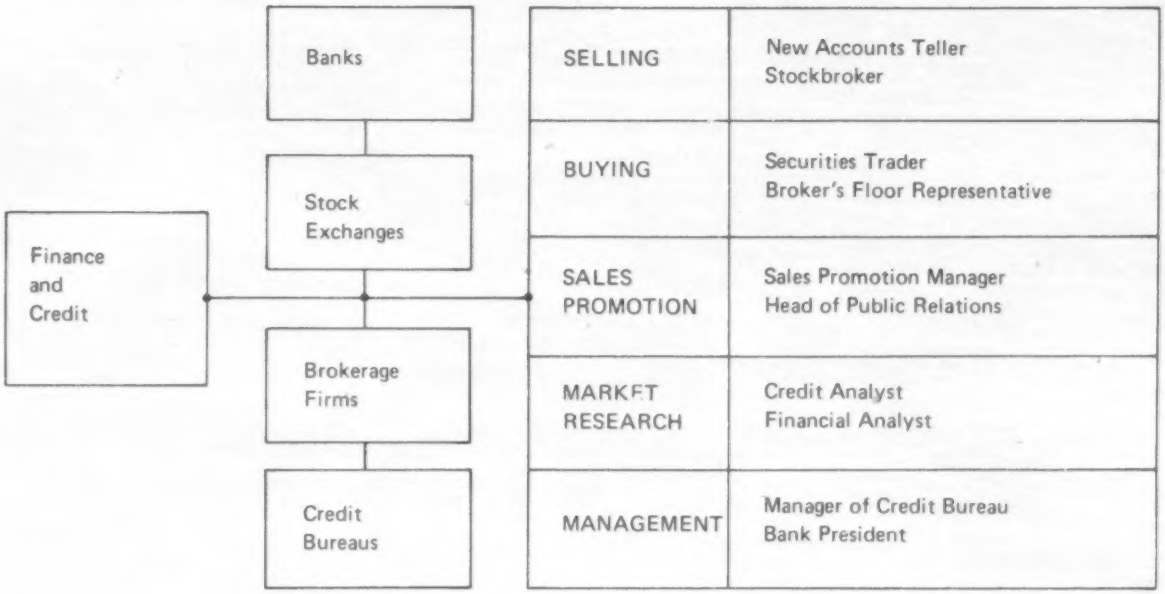
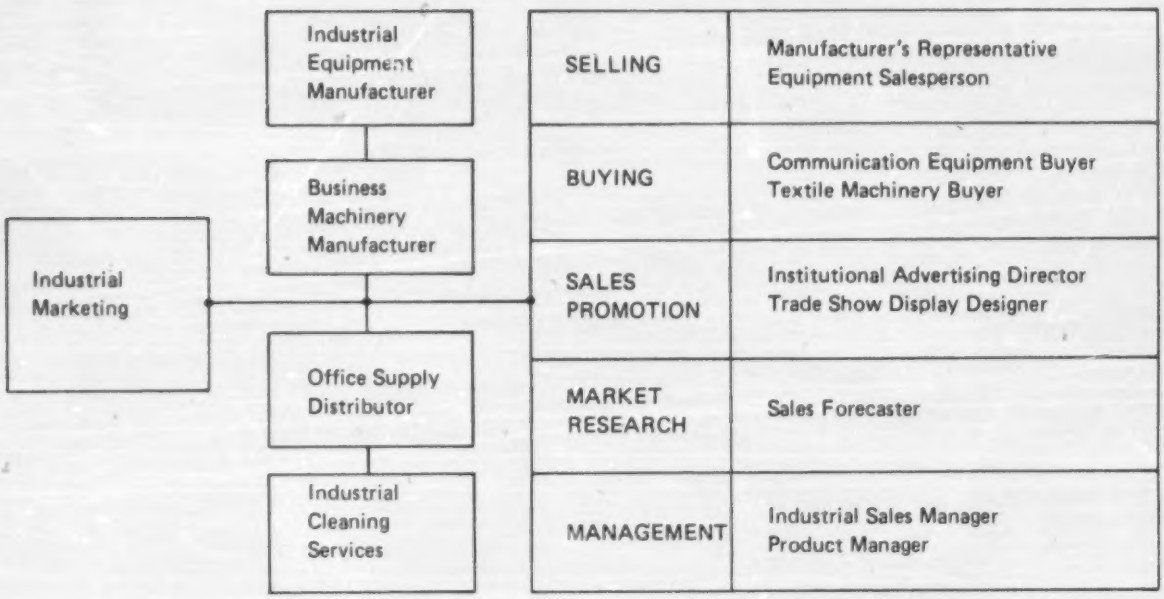
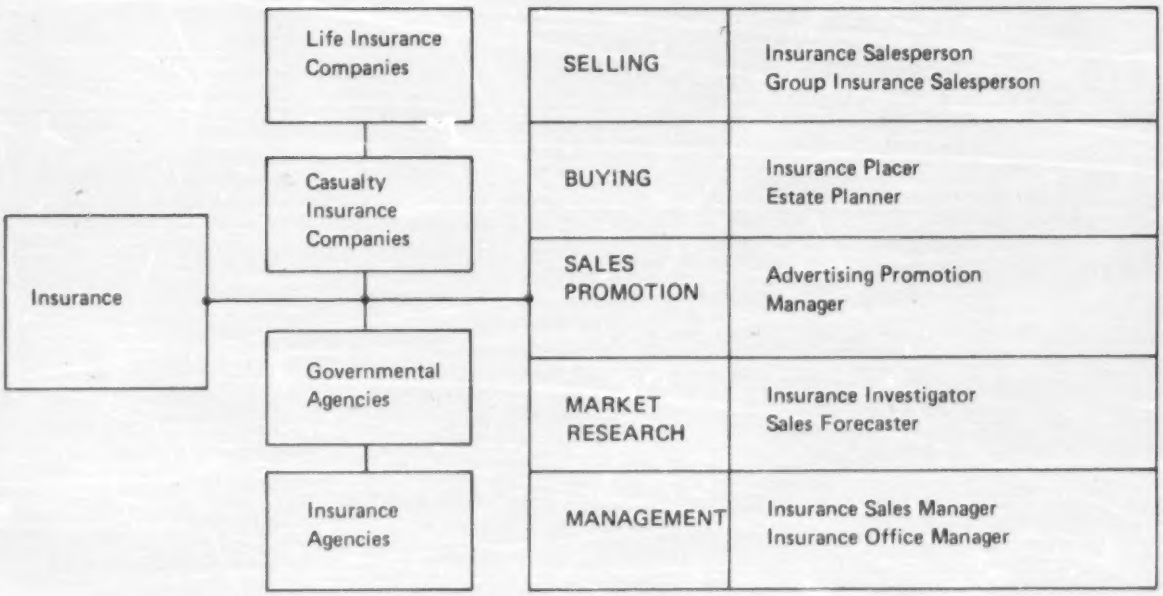
BUSINESS AND FINANCIAL SERVICES

The Business and Financial Services subcluster includes all of those occupations which provide financial and business services. People employed in this subcluster work for advertising agencies, banks, credit bureaus, insurance companies and companies involved in international trade. Some of the occupations in this subcluster include insurance agent, advertising executive, bank teller, customs house broker, and industrial market salespersons. These occupations are concerned with providing services to businesses and individuals.






Industrial Marketing
Industrial Equipment Manufacturer
Business Machinery Manufacturer
Office Supply Distributor
Industrial Cleaning Services
SELLING
Manufacturer's Representative
Equipment Salesperson
BUYING
Communication Equipment Buyer
Textile Machinery Buyer
SALES PROMOTION
Institutional Advertising Director
Trade Show Display Designer
MARKET RESEARCH
Sales Forecaster
MANAGEMENT
Industrial Sales Manager
Product Manager


Insurance
Life Insurance Companies
Casualty Insurance Companies
Governmental Agencies
Insurance Agencies
SELLING
Insurance Salesperson
Group Insurance Salesperson
BUYING
Insurance Placer
Estate Planner
SALES PROMOTION
Advertising Promotion Manager
MARKET RESEARCH
Insurance Investigator
Sales Forecaster
MANAGEMENT
Insurance Sales Manager
Insurance Office Manager

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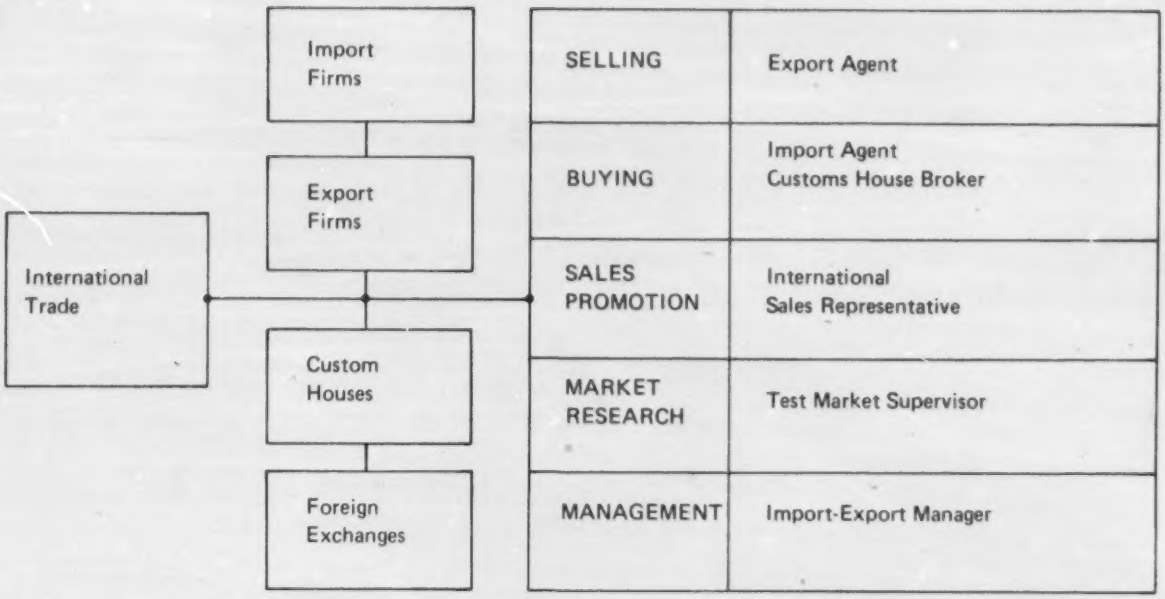
BUSINESS AND FINANCIAL SERVICES



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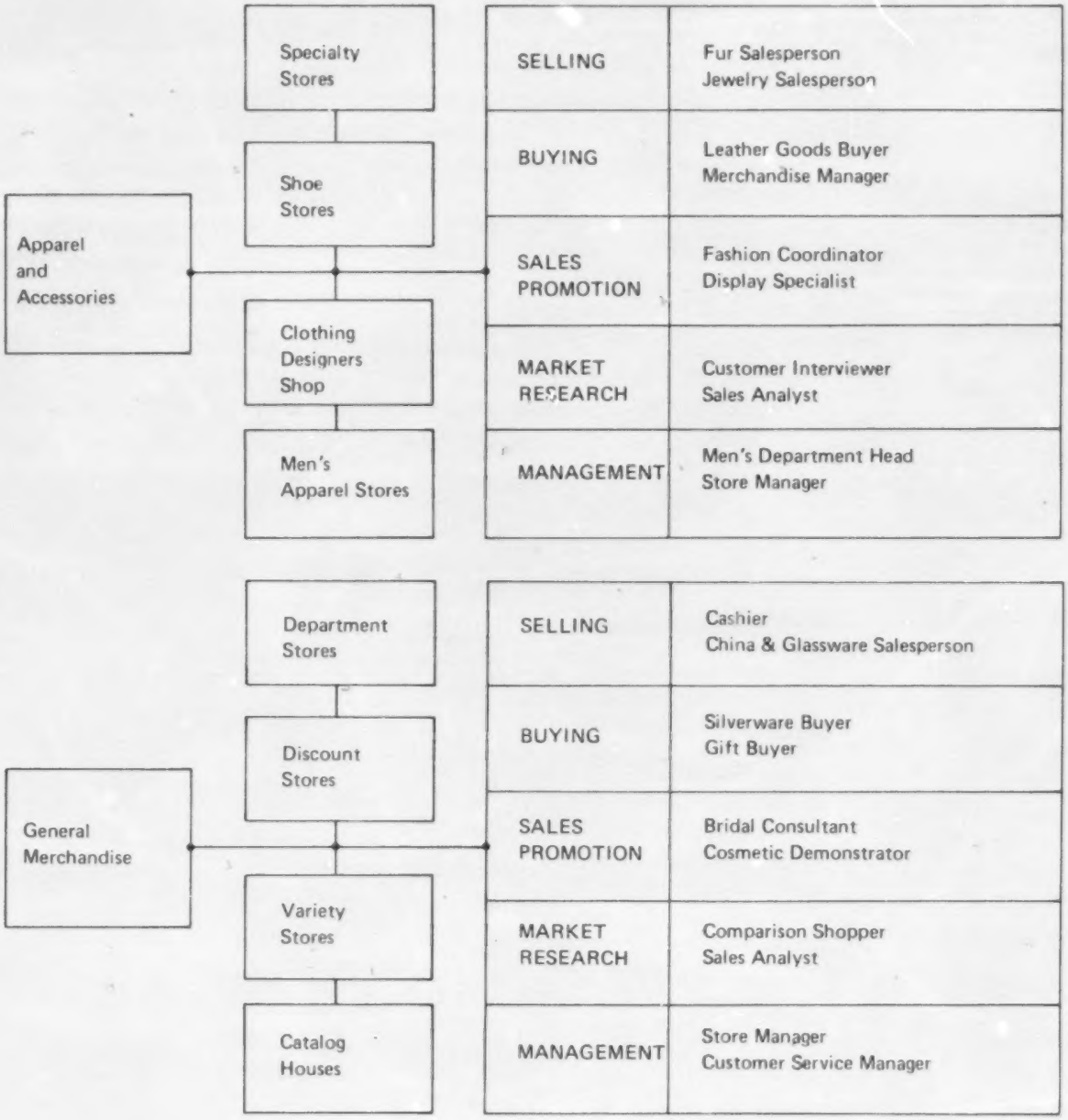
FASHION MERCHANDISE

The Fashion Merchandise subcluster includes those occupations involved in the marketing of clothing and general merchandise items. People employed in this subcluster work in stores such as specialty stores, clothing stores, department stores, discount stores, and shoe stores. In addition, many of the people employed in this subcluster are employed by manufacturers of apparel and general merchandise and are concerned with marketing to discount and department stores.



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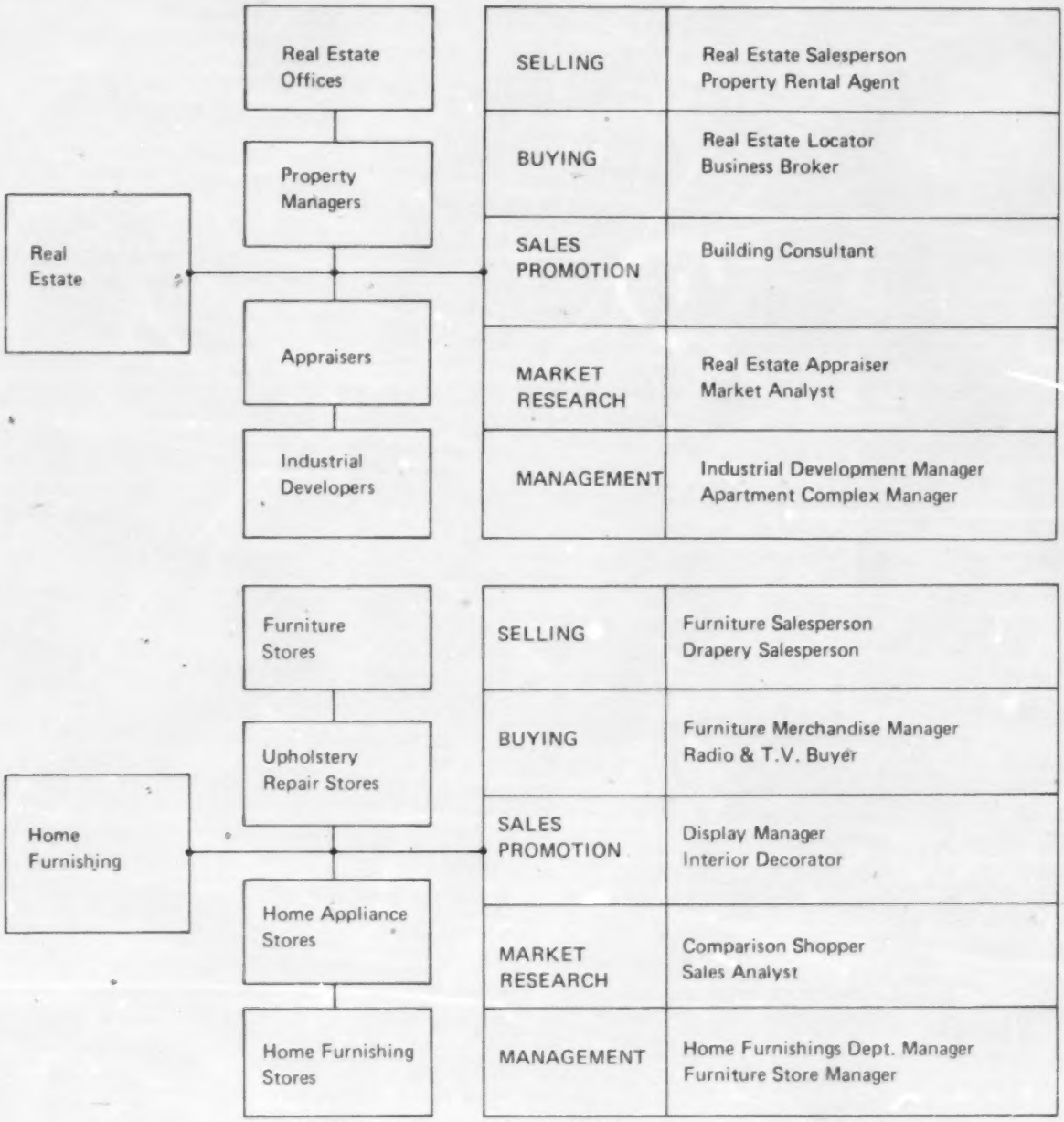
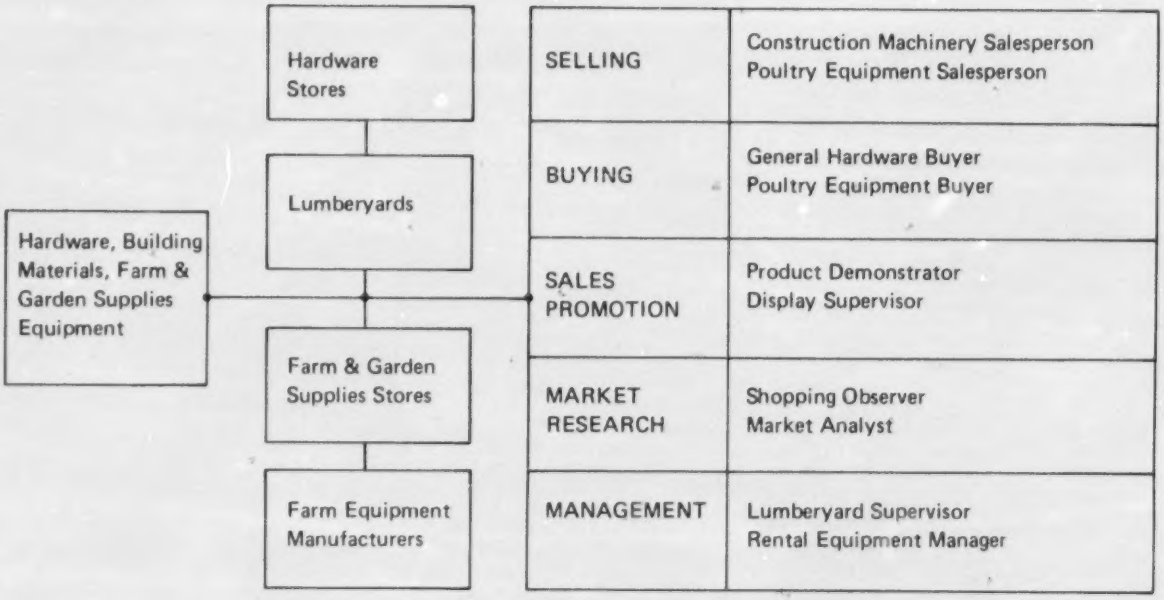
PROPERTY AND HOME-RELATED ITEMS

This subcluster includes those occupations involved in the marketing of homes and home-related items. The employers in this field include real estate agencies, furniture stores, upholstery repair stores, and hardware stores. Examples of occupations are general hardware buyer, apartment complex manager, furniture merchandise manager and drapery salesperson.



PROPERTY AND HOME-RELATED ITEMS



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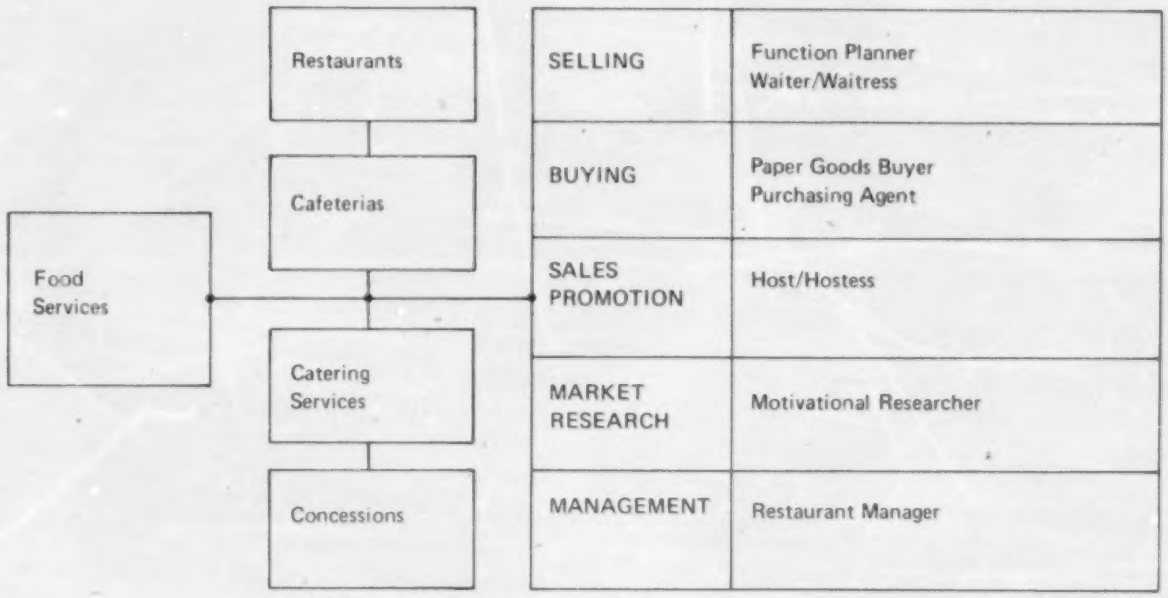
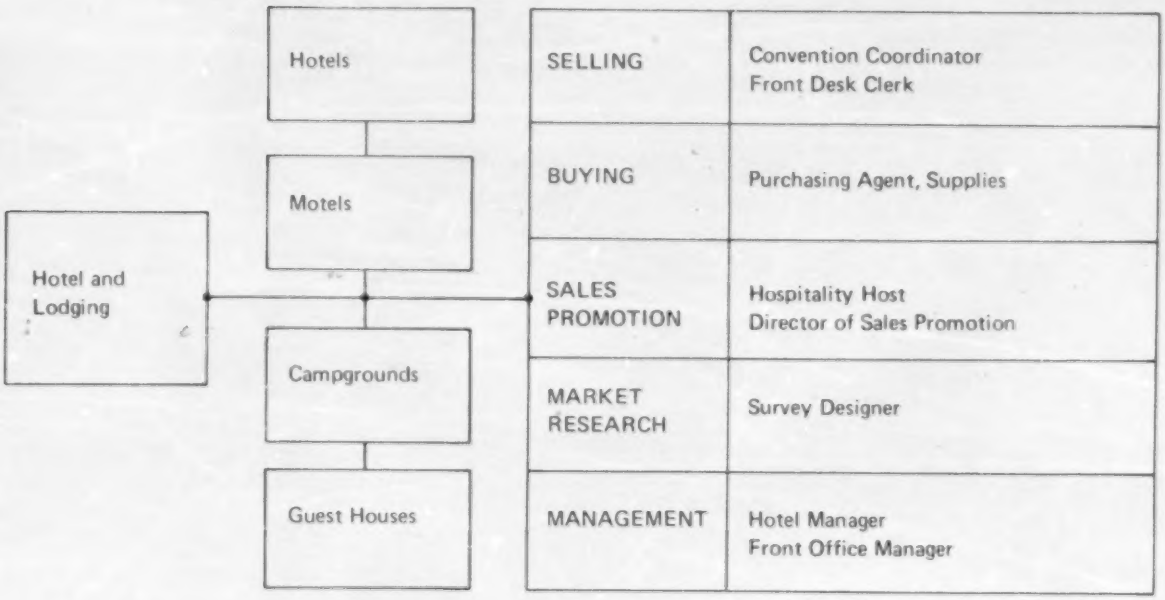
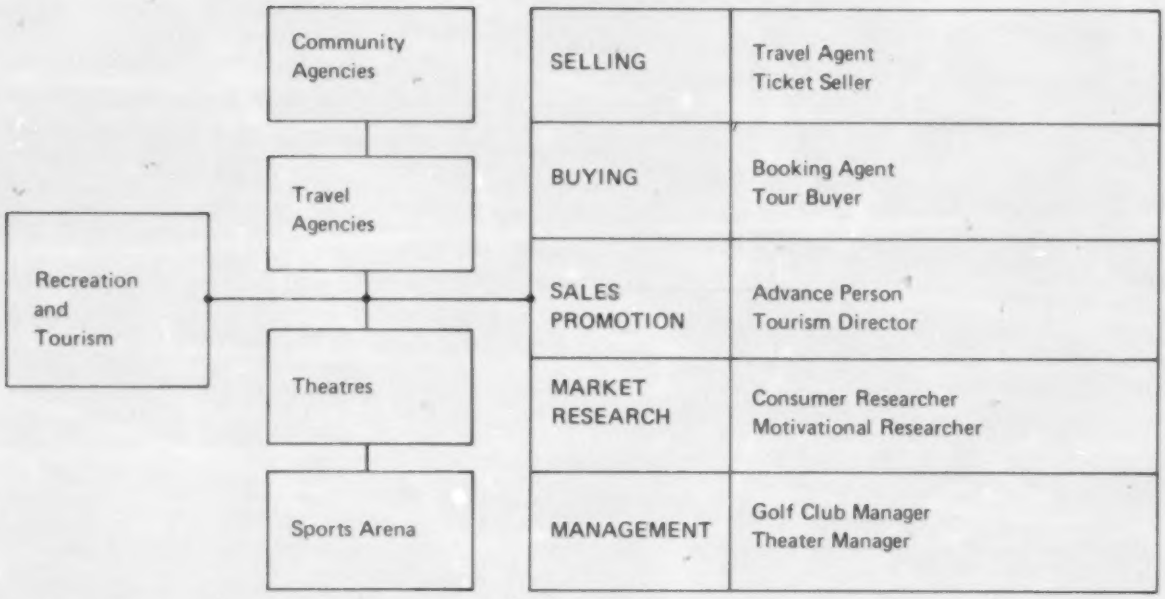
SERVICES FOR PERSONAL NEEDS

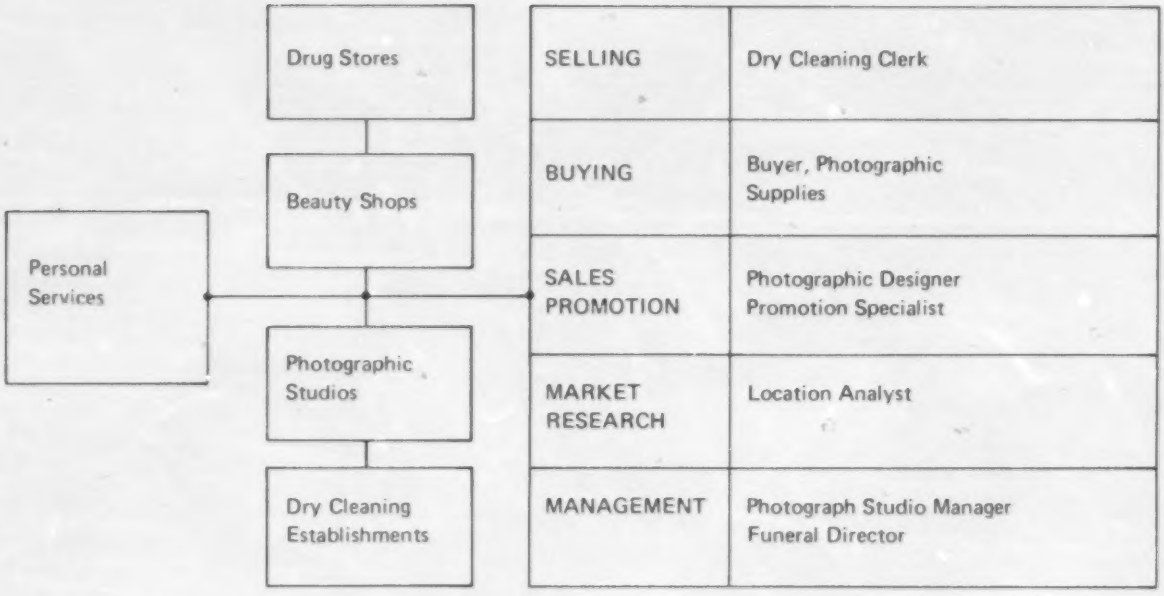
This subcluster includes those occupations concerned with marketing services which meet the personal needs of the consumer. Examples of employers in this subcluster include hotels, travel agencies, beauty shops, florist shops, dry cleaning establishments, and amusement parks. The occupations in this subcluster include dry cleaning clerk, golf club manager, tourism director, hotel manager, and director of sales promotion.



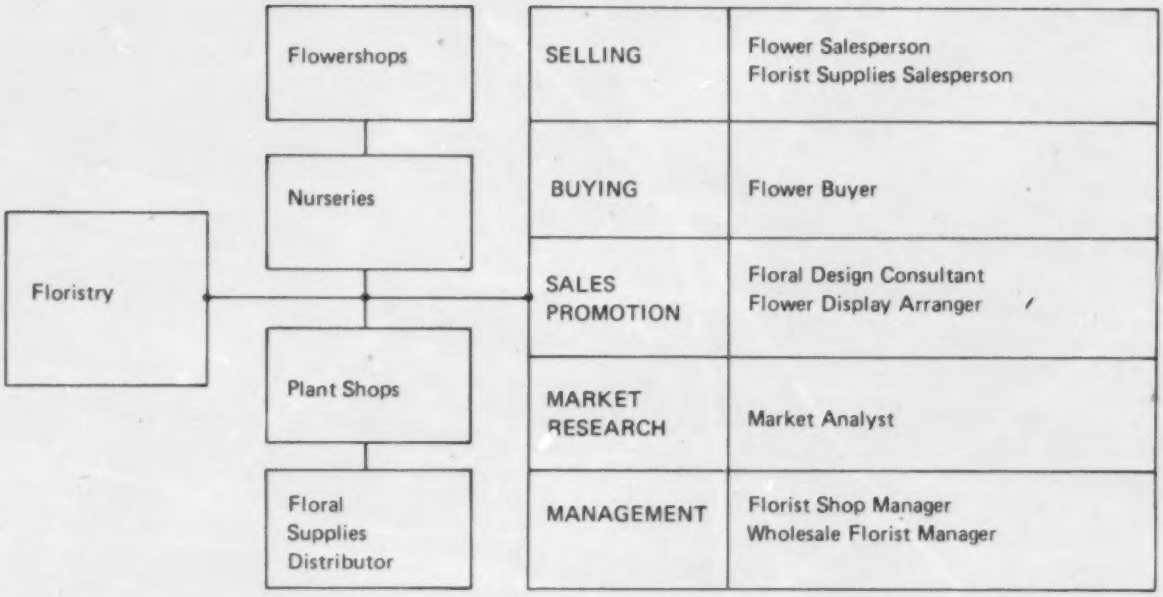


SERVICES FOR PERSONAL NEEDS



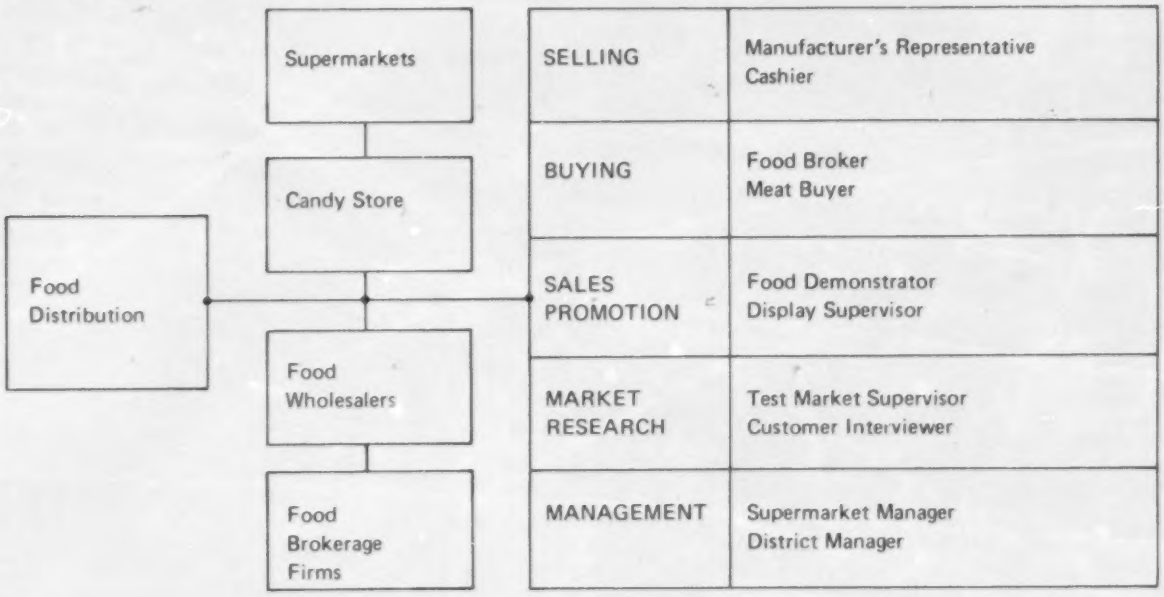


SERVICES FOR PERSONAL NEEDS



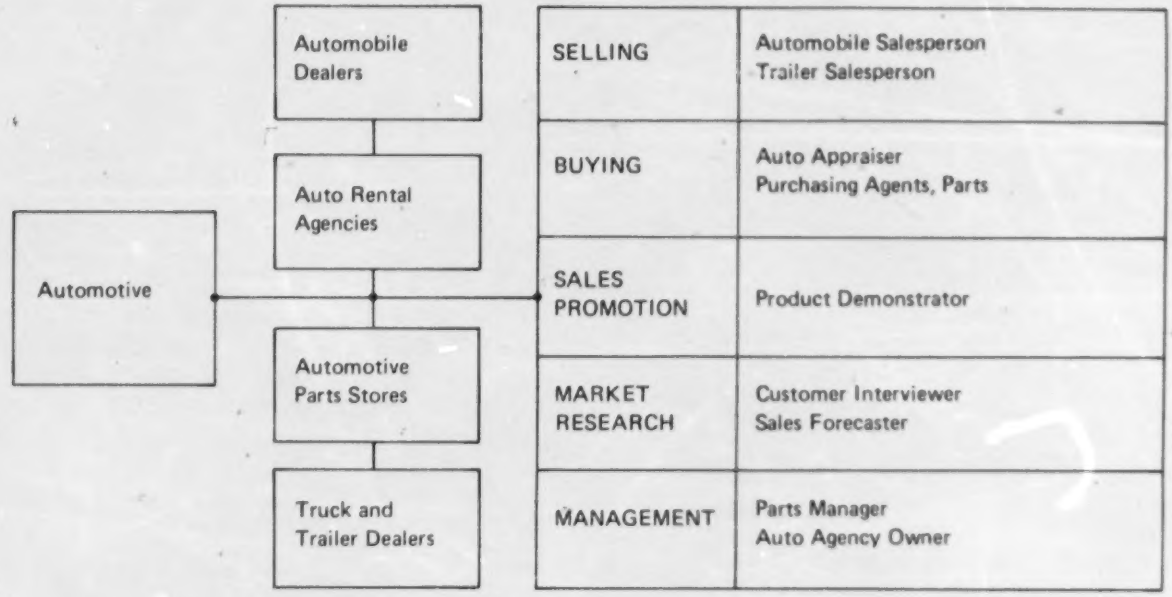
FOOD DISTRIBUTION

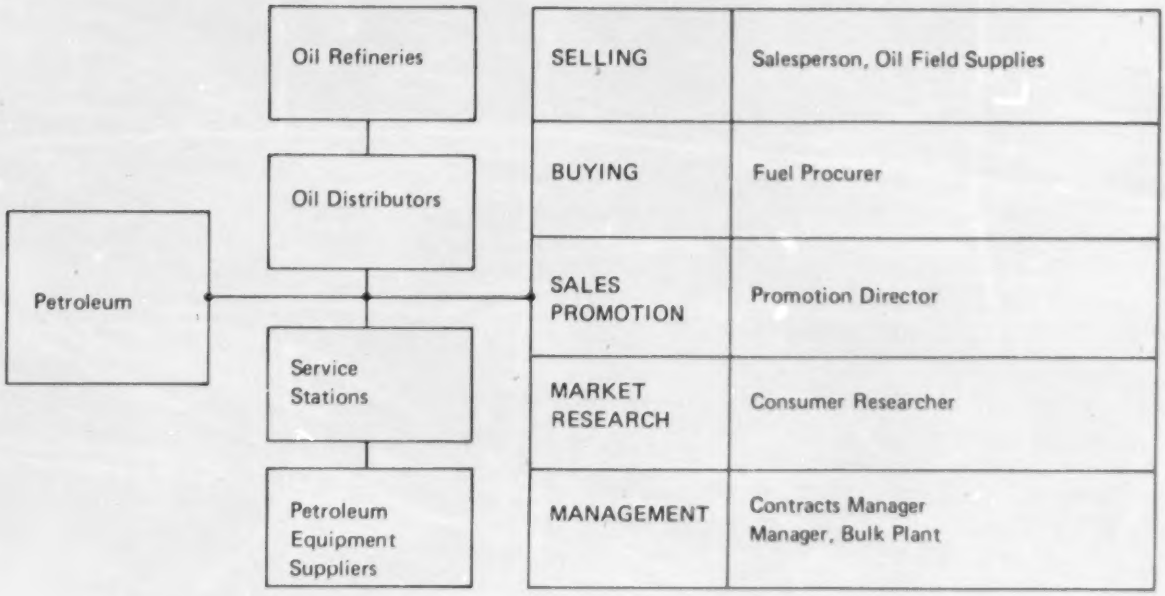
This subcluster includes those occupations involved with the marketing of food items. The employers of this subcluster include supermarkets, grocery stores, food wholesalers. Examples of occupations in this subcluster are food brokers, meat buyers, food demonstrators, display supervisors, and supermarket managers.



TRANSPORTATION SERVICES

This subcluster includes those occupations involved in the marketing of transportation services, equipment and fuel. Examples of employers in this subcluster are automotive part stores, automobile dealers, oil distributors, airlines, railroads and marine supply stores. Among the occupations of this subcluster are flight attendant, aircraft salesperson, consumer researcher, procurer of fuel, parts manager, customer interviewer, trailer salesperson and auto appraiser.





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TRANSPORTATION SERVICES

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